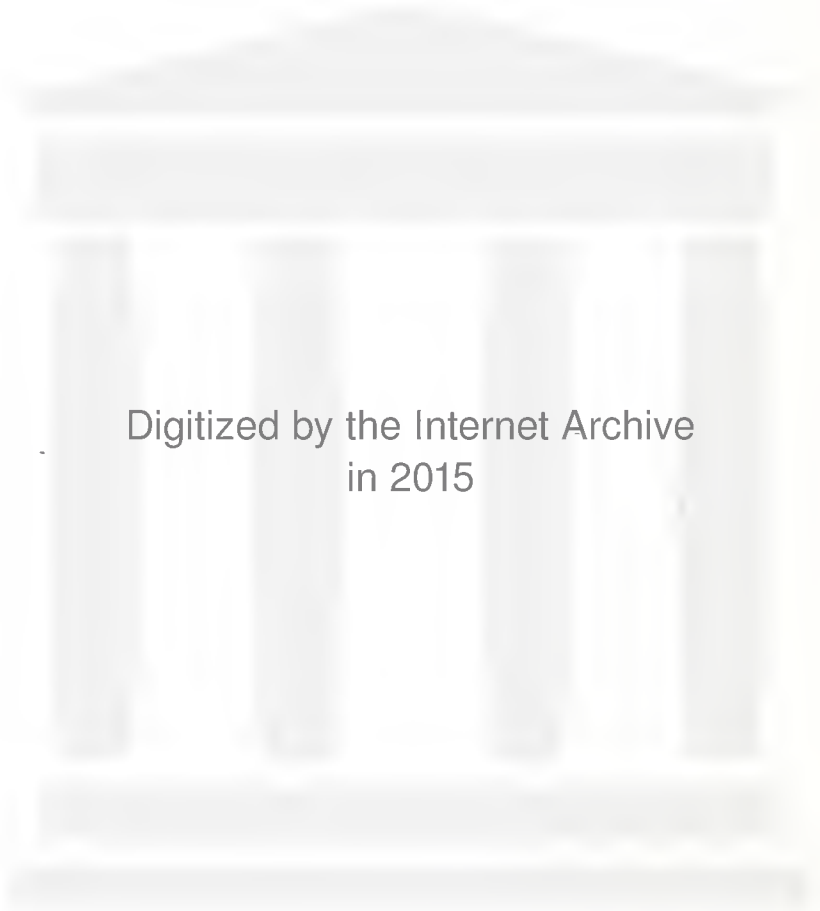
# A MANUAL OF STYLE

**Comprising Language Usage, Correspondence Forms, and Publication Formats**

BULLETIN 6

LESTER K. ADE
Superintendent of Public Instruction

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg, 1938


Digitized by the Internet Archive
in 2015

https://archive.org/details/manualofstylecom00penn

## FOREWORD

Styles and forms of written expression change with the functions hich they serve. Methods of transacting affairs, whether governıental, commercial, or private are constantly changing both in purose and form. Thus the mechanics, as well as the spirit of written xpression as practised by an institution such as the Department of ublic Instruction, should be continually kept in harmony with the ınctions of the Department.

The present Manual of Style has been developed as a guide to members of the Department of Public Instruction with respect to the yle, format, and functions of written transactions. It describes in a ystematic manner the niceties of taste and accepted policies on such ıatters as conventional phrases, official forms, periodical publicaons, and every other expression that is reduced to writing.

Several specific purposes are served by the Manual of Style. It ıakes possible a reasonable consistency of style in all documents manating from the Department. It contributes to the clarity of writn forms, thereby avoiding misinterpretation and confusion on the art of those who receive the Department's communications. From ıe standpoint of efficiency, the faithful use of this Manual facilitates ling, making it more systematic, and renders Departmental forms ıd printed documents more easily identifiable because of the charcteristic style in which they are prepared.

Principal emphasis throughout the Manual is given to form rather ıan to content. Only insofar as reference to content is essential to lustrate style and form is the actual material of communications ıd publications mentioned. The Manual covers all essential forms ıd styles in three zones of communications: First, within the Deartment of Public Instruction itself; second, among the several deartments of State Government; third, between the Department and ıe public at large.

In many instances the committee found different schools of thought variance with each other with respect to preferred forms and conructions. In these cases the relative merits of the different proosals were studied on the basis of their appropriateness for use by ıe Department of Public Instruction. The choices were made with view to adopting the form which best suited the function it was to rve in the transactions commonly carried on by the Department.

The communications of the Department of Public Instruction comcise three major functional areas which call for distinctive style. ccordingly, the following three essential features constitute the rincipal parts of the Manual:

## Part I

## LANGUAGE USAGE

This part of the Manual comprises suggestions for terminology phraseology, and expressions of good literary form and structure. It aims to encourage the use of expressions that are technically correct courteously stated, and attractively designed.

## Part II

## CORRESPONDENCE

The part of the Manual dealing with correspondence presents suggestions for the preparation of letters and memorandums—typed and mimeographed. It emphasizes clarity, conciseness, and courtesy.

## Part III

## PUBLICATIONS

Publications constitute the third part of the Manual of Style. It deals with the preparation of the more substantial printed documents of the Department, official forms, and mimeographed publications. The principal emphasis in this division of the work is on the preparation of copy for the printer or the mimeograph room. It also gives suggestions as to the procedure in requesting a printing job and describes the process through which a manuscript travels before publication is completed.

LESTER K. ADE

*Superintendent of Public Instruction*

## ACKNOWLEDGMENTS

The Style Manual of the Department of Public Instruction was prepared by the following committees: Chairman of the General Committee: Eugene P. Bertin, Public Information Editor; Committee on Language Usage: Joseph L. Rafter, Director of the State Library and Museum: A. W. Castle, Chief of the Division of Extension Education; J. Y. Shambach, Deputy Secretary of the Public School Employes' Retirement Board; Mary Stevenson, Assistant Director of the State Library. Committee on Correspondence: F. Steward Hartman, Executive Assistant; Eugene J. Sullivan, Chief of the Division of Personnel Examinations; Anna L. Brackendorf, Secretary to the Superintendent of Public Instruction; Ruth Bowman, Secretary to the Director of the Bureau of Administration and Finance. Committee on Publications: Chairman of the General Committee and Carl D. Morneweck, Chief of Division of Child Accounting and Research. The Manual was developed through the cooperative efforts of the above committees and other members of the Department.

Use was made of the following references:

A Manual of Style (304 pp.) 1937
University of Chicago, Chicago, Illinois

Standard Handbook for Secretaries (616 pp.) 1936
Lois Irene Hutchinson
McGraw-Hill Book Company, Inc., New York City

Standards for Thesis Writing (32 pp.) 1936
International Textbook Company, Scranton, Pennsylvania

Official Style Book (40 pp.) 1936
Columbia Scholastic Press Association
Columbia University, New York City

The Secretary's Handbook (406 pp.) 1933
Sarah A. Taintor and Kate Monro
Macmillan Company, New York City

Funk and Wagnall's New Standard Dictionary of the English Language (2,814 pp.) Unabridged, 1935
Isaac K. Funk, Editor-in-Chief
Funk and Wagnalls Company, New York City

Webster's New International Dictionary of the English Language, second edition (3,210 pp.) Unabridged, 1934
Merriam, Springfield, Massachusetts

Century Dictionary and Cyclopedia (12 v.)
C 1911 O. P.
Century

New English Dictionary of Historical Principles (10 v. and suppl. vol.) 1888-1933
Sir James Augustus Murray
Oxford University Press, London, England

Dictionary of Modern English Usage (742 pp.) 1926
H. W. Fowler
Oxford University Press, London, England

March's Thesaurus Dictionary (251 pp.) 1925
Francis A. March and F. A. March
McCrae Smith Company, Philadelphia

Thesaurus of English Words and Phrases (704 pp.) 1933
Pete Mark Roget
Longmans, New York City

Pitfalls in English and How to Avoid Them (381 pp.) 1927
Sophie C. Hadida
Putnam's Sons, New York City

Handbook of Good English (1925)
E. C. Woolley
D. C. Heath, New York City

# CONTENTS

## Part I

## LANGUAGE USAGE


PAGE

Composition ..... 15
The Language of Modern Education ..... 19
Choice and Arrangement of Words ..... 21
Punctuation ..... 27
Spelling ..... 57
Syllabication ..... 62


## Part II

## CORRESPONDENCE


General Policies and Procedures ..... 67
Internal Correspondence—Memorandums ..... 69
External Correspondence—Letters ..... 73
Forms of Address ..... 74


## Part III

## PUBLICATIONS


Bulletins ..... 93

1. Preliminary Parts ..... 93
   a. Cover ..... 93
   b. Directory of Staff Members ..... 94
   c. Frontispiece ..... 94
   d. Title Page ..... 95
   e. Foreword ..... 95
   f. Acknowledgments ..... 95
   g. Contents ..... 96
   h. Lists of Illustrations, Tables, Maps or Charts ..... 96
   i. Introduction ..... 97
2. Text, or Body of the Bulletin ..... 97
   a. Frontal Page ..... 97
   b. Chapter Headings ..... 97
   c. Body of Chapters ..... 98
   d. Pictures and Illustrations ..... 99
   e. Graphs and Tables ..... 99
   f. Footnotes and Citations ..... 99
   g. Running Heads ..... 100
3. Reference Materials ..... 100
   a. Appendix ..... 101
   b. Bibliography ..... 101
   c. Directory of Publishers ..... 101
   d. Index ..... 102
4. Code for Numbering Publications ..... 102

## CONTENTS—Continued


| | | Page |
|---|---|---|
| B. | Official Forms | 104 |
| C. | Mimeographed Publications | 105 |
| | 1. Regulations Covering Mimeograph Service | 105 |
| | 2. Style and Arrangement of Copy for Mimeographing | 108 |
| D. | Special Aids and Suggestions | 109 |
| | 1. General Suggestions for the Preparation of Copy | 109 |
| | 2. How to Request a Printing Job | 110 |
| | 3. Evolution of a Publication | 111 |
| | 4. Symbols for Proof-reading and Corrections | 115 |
| E. | Plates Portraying Models of Style | 117 |


## LIST OF PLATES


| Plate No. | | Page |
|---|---|---|
| 1 | Model A Cover Page | 119 |
| 2 | Model B Cover Page | 120 |
| 3 | Model C Cover Page | 121 |
| 4 | Model D Cover Page | 122 |
| 5 | Model E Cover Page | 123 |
| 6 | Model F Cover Page | 124 |
| 7 | Model G Cover Page | 125 |
| 8 | Model A Inside Front Cover | 126 |
| 9 | Model A Inside Back Cover | 127 |
| 10 | Model A Title Page | 128 |
| 11 | Model B Title Page | 129 |
| 12 | Model C Title Page | 130 |
| 13 | Model D Title Page | 131 |
| 14 | Model A Foreword | 132 |
| 15 | Model B Foreword | 133 |
| 16 | Model C Foreword | 134 |
| 17 | Model D Foreword | 135 |
| 18 | Model A Acknowledgments | 136 |
| 19 | Model B Acknowledgments | 137 |
| 20 | Model C Acknowledgments | 138 |
| 21 | Model D Acknowledgments | 139 |
| 22 | Model A Contents | 140 |
| 23 | Model B Contents | 141 |
| 24 | Model C Contents | 142 |
| 25 | Model D Contents | 143 |
| 26 | Model E Contents | 144 |
| 27 | Model F Contents | 145 |
| 28 | Model G Contents | 146 |
| 29 | Model H Contents | 147 |
| 30 | Model I Contents | 148 |
| 31 | Model A List of Illustrations | 149 |
| 32 | Model B List of Illustrations | 150 |
| 33 | Model A Introduction | 151 |
| 34 | Model B Introduction | 152 |

## CONTENTS—Continued

## LIST OF PLATES—Continued


| PLATE No. | | PAGE |
|---|---|---|
| 5 | Model C Introduction | 153 |
| 6 | Model D Introduction | 154 |
| 7 | Model E Introduction | 155 |
| 8 | Model A Chapter Heading | 156 |
| 9 | Model B Chapter Heading | 157 |
| 0 | Model C Chapter Heading | 158 |
| 1 | Model D Chapter Heading | 159 |
| 2 | Model E Chapter Heading | 160 |
| 3 | Model F Chapter Heading | 161 |
| 4 | Model A Graph | 162 |
| 5 | Model B Graph | 163 |
| 6 | Model C Graph | 164 |
| 7 | Model D Graph | 165 |
| 8 | Model E Graph | 166 |
| 9 | Model F Graph | 167 |
| 0 | Model G Graph | 168 |
| 1 | Model A Table | 169 |
| 2 | Model B Table | 170 |
| 3 | Model A Footnotes | 171 |
| 4 | Model B Footnotes | 172 |
| 5 | Model A Bibliography | 173 |
| 6 | Model B Bibliography | 174 |
| 7 | Model C Bibliography | 175 |
| 8 | Model D Bibliography | 176 |
| 9 | Model E Bibliography | 177 |
| 0 | Model F Bibliography | 178 |
| 1 | Model G Bibliography | 179 |
| 2 | Model A Directory of Publishers | 180 |
| 3 | Model B Directory of Publishers | 181 |
| 4 | Model A Index | 182 |
| 5 | Model B Index | 183 |
| 6 | Model C Index | 184 |
| 7 | Model A Official Form | 185 |
| 8 | Model B Official Form | 186 |
| 9 | Model C Official Form | 187 |
| 0 | Model D Official Form | 188 |
| 1 | Model E Official Form | 189 |
| 2 | Model F Official Form | 190 |
| 3 | Model G Official Form | 191 |
| 4 | Model H Official Form | 192 |
| 5 | Model I Official Form | 193 |
| 6 | Model J Official Form | 194 |
| 7 | Model A Mimeograph Page | 195 |
| 8 | Model B Mimeograph Page 1 | 196 |
| 9 | Model C Mimeograph Page 2 | 197 |
| 0 | Model A Proof Readers' Symbols | 198 |

# A MANUAL OF STYLE

# Part I

# LANGUAGE USAGE

# Part I

# LANGUAGE USAGE

## Introduction

Apparently one man thought ideas were more important than words. He remarked that when the English language came between him and what he wanted to say he said what he wanted to say. However, he made a delightful choice of words. He also arranged them well.

Usually good language usage is considered one of the symbols of culture, refinement, and due regard for the feelings of others who enjoy such an accomplishment. Some of the objectives of those interested in such usage are as follows: Courtesy, even though a firm attitude may be necessary; dignity, simplicity, directness without bluntness, clearness, conciseness, completeness, individuality as distinguished from triteness; spontaneity, and an appreciation of the possible attitudes of others.

It has been agreed that effective English avoids unnecessary misunderstandings, conserves energy, saves time as well as money, and contributes in various ways to the enjoyment of a more abundant life.

One sign of an intelligent person is his eagerness to improve his language usage. Every person who has the ability to express his thoughts clearly, concisely, and with unusual precision, makes it a habit to study repeatedly the dictionary and the thesaurus. He also observes carefully the features that contribute to the effectiveness of a pleasing public address, a well-written newspaper or magazine article, or a book that is unusually interesting.

The following suggestions are addressed to a select group intersted at all times in improvement and imbued with the idea that even the best language usage may be improved.

## A. Composition

Scholars have argued as to whether thought could exist without language, but that question aside, the communication of thought has been established through symbols which represent ideas or facts. Words, alone or in combination, are the language medium of man, and his speech patterns are dictated by "good usage."

To make clear or impressive his point or desired effect, one has recourse to arrangement or composition.

Necessarily, information must be assimilated and ideas must be formulated before they can properly enter into composition. Good composition can scarcely be attained if author or speaker has failed or is unable to classify facts and evaluate material.

Master of his subject, the author must likewise be masterly in his presentation.

Purpose, point of view, and the audience to be reached, all serve to determine his method.

As the philologist is fascinated with semasiology which studies the "soul" of words, so the literary artisan places his words with the sure care and skill of a master builder.

Deftness in acquiring fundamental principles, adapting these to his material and for his purpose which he interprets through the medium of his own individuality—this becomes an author's distinguishing style.

## Aims

1. Accuracy

   Accuracy is a primary requisite of a business letter or of any medium which seeks to inform. As intellectual integrity is the goal of the profession, freedom from error must be its effort.

2. Brevity

   Brevity consistent with the subject and the understanding thereof is desirable. Condensation of thought so as to retain its force and adequacy is a test of a disciplined mind fully master of a subject.

3. Clearness

   Clearness is the "sine qua non" of good composition. Meaning or intent should be made clear beyond reasonable doubt. To confuse the mind's eye with verbiage or illogic may delight the linguistic sleight-of-hand artist, but such effort or result in business or professional communication is an evidence of "fuzzy-mindedness" or dishonesty.

4. Force

   Vigor or force should characterize thought and its expression. It is good to be convincing, to speak with authority; it is wise to build a necessary foundation in a thorough knowledge of one's subject.

5. Courtesy

   Courtesy, with a proper dignity and regard for reader or audience is a distilled essence of humanity and scholarship which should pervade all communication.

6. Unity

   Unity requires smooth welding, elimination of any distracting element, and subordination of everything else to the development of the main idea.

7. Coherence

Coherence demands orderly and proper sequence. The whole content must be arranged with due regard for the relationship of component parts, and this relationship should be apparent to the reader.

8. Emphasis

Emphasis seeks to catch and hold the attention. Positions of natural emphasis are at the beginning and ending of sentences, paragraphs, or longer compositions. Relatively much space or attention to important points attains stress through proportion, while repetition, examples, figures of speech, italics, and punctuation may all serve as devices for its attainment.

## Aids

1. Outline

This is the framework wherein point of view is fixed, subject delimited, material evaluated, classified, and fitted into proper perspective. Revise and experiment to attain the most satisfactory plan. An outline built about topic sentences should form a workable abstract.

2. Paragraph

The unit of thought in most writing and speaking takes the paragraph form. Set off by indentation it is an entity to the extent that it deals with one full thought. The paragraph may consist of a single word or sentence, but in its most frequent form it develops, in a group of closely related sentences, a single topic or idea. The use of separate paragraphs to treat each topic or item is particularly important in business letters. A well-written paragraph lends itself to summarization in one clear sentence.

3. Topic Sentence

The topic sentence is a clear, concise statement of the main thought contained in a paragraph. Whether this be expressed or implied, it is a touchstone whereby to test paragraph structure.

4. Topical Development

Short paragraphs tend to quicken the movement and to facilitate reading and understanding; dignified and weighty argument and exposition are better served in longer paragraphs. Development is attained by the use of details, examples, cause and effect, and by repetition, comparison or contrast, while subject matter and purpose dictate choice among the four categories, description, narration, exposition, or argument.

5. Orderliness

"Natural order" may be observed in progression in time or in logical sequence. From cause to effect, from known to derived fact, these are readily understandable developments. Logic uses the terminology deductive and inductive reasoning, and development along the lines established by these two methods will probably characterize most of our composition.

6. Beginning, Body, and Ending

Whether this composition takes the form of letters, speeches, bulletins, or theses, it may be expected to have beginning, body, and ending.

To arrest attention, to give the gist of a matter at a glance, a summarizing paragraph may reverse its position from conclusion to introduction, while in lengthy discussion it is often helpful to use connecting or transitional words, phrases, or paragraphs in order to achieve smooth coordination, to maintain and direct attention.

7. Introduction

Purpose of the introduction is to bridge easily from author to reader, to put the latter in the proper frame of mind for what is to follow.

The introductory paragraph of a business letter, particularly of one "in reply," may very well serve chiefly for identification. An initial letter indicates its purpose or subject, while a "follow-up" letter or reply, by specific reference to subject and date of correspondence, facilitates ready comprehension, filing, or future reference.

The introduction to a bulletin of information or to a research study properly states the purpose or problem.

8. Body

The body of material may concern itself with such matters as the statement of a law or principle with its application to particular problems, a detailing or analysis of facts or opinions, descriptions of conditions or procedures, enumeration of the various stages of an experiment, as well as with argument designed to persuade the reader to the conclusion which the author wishes him to reach.

9. Ending

The ending may be only a graceful rounding off of thought, or in the case of letters a conventionalized leave taking. It may, in a more formal treatment, involve a summation of findings and the conclusion which is drawn from preceding facts, experiments, or analyses.

### Test

The ultimate test of style, particularly in any effort at didactic composition must be: Does the writer say what he intended to say? Does he do it intelligibly and convincingly? Does he attain to the virtue which, to paraphrase Anatole France, forms the three great desirable qualities—clarity, again clarity, and more clarity?

## B. The Language of Modern Education

The language of modern education is vitally related to the development and progress of the educational program itself. New processes and conceptions in the field bring into use new terms. It is desirable that our terminology in the Department of Public Instruction keep pace with these modern trends. It is also important that there should be a consistency among school men and women in the language they use, especially in referring to those aspects of education that are in an active stage of growth and change.

The terms listed below in the left-hand column are indicative of the newer conceptions of many phases of public education. Members of the Department may find it advantageous to make regular use of these in their day-by-day activities, in their public relations, and in any other situations involving oral or written statements pertaining to their work.

### Language Usage

The list is intended, for the most part, as a general guide to suggest the modern trend toward liberalizing educational procedures with a view to affording a wider freedom of activities. It is distinctly tentative in purpose and may be followed at some later time by a more detailed study of the terminology of modern education. Specifically, the list suggests that so far as accuracy and intelligibility permit, we should use the terms listed in the left-hand column.

For convenience and clearness, the list includes suggested terms to be used as well as those to be avoided. The terms are grouped in alphabetical order under five classes—General, Instructional, Professional, Statistical, and Miscellaneous.

1. General

| *When you mean* | *Try to avoid* |
|---|---|
| Adult Education | Extension Education |
| A Philosophy of Education | The Philosophy of Education |
| Joint School | Joint District |
| Merged School Districts | Consolidated or Abolished School Districts |
| One-teacher Schools | One-room Schools |
| Projector | Lantern |
| Recommended, Suggested, Proposed | Prescribed, Mandated |

| *When you mean* | *Try to avoid* |
|---|---|
| School Laws of Pennsylvania | School Code |
| Secondary School | High School |
| Junior High School | Junior Secondary School |
| Senior High School | Senior Secondary School |

2. INSTRUCTIONAL

| | |
|---|---|
| Business Education | Commercial Education |
| Class or Conference Period | Recitation Period |
| Classroom Survey | Classroom Inspection |
| Clothing | Sewing |
| Core Curriculum | Common Subjects |
| Courses | Subjects |
| Curriculums | Curricula |
| Extra Class Activities | Extra Curricular Activities |
| Foods | Cooking |
| Health Handicap | Health Defect |
| Homemaking | Domestic Science, or Household Economy |
| Materials of Instruction | Courses of Study |
| Opportunity Class | Atypical Class |
| Practical Arts | Manual Arts |
| Special Education, or Education of Exceptional Children | Orthogenic Backward Class |
| Unit of Instruction | Unit of Work |

3. PROFESSIONAL

| | |
|---|---|
| Accredited Institutions | Approved Institutions |
| Certificate to Teach | License to Teach |
| Certificated to Teach | Licensed to Teach |
| Certificated Teachers | Certified Teachers |
| Demonstration School | Model School |
| General Education | Cultural Education |
| Professional Education | Technical Education |
| Public School Employes' Retirement System | Teachers' Retirement System |
| Qualifying Certificate | Pre-Professional Certificate |
| Semester Hour | Credit or Unit |
| State Teachers College, Mansfield | Mansfield State Teachers College |
| Student Teaching | Practice Teaching |
| Summer Session | Summer School |
| Teacher Education | Teacher Training |
| Teacher Education and Certification Office | Teacher Division |
| Teacher Qualifications | Teacher Requirements |
| Teachers Colleges | Normal Schools |
| Teachers Colleges | Teacher Colleges |

4. Statistical

| *When you mean* | *Try to avoid* |
|---|---|
| Accumulated Deductions | Accumulated Contributions |
| Attendance Officer | Truant Officer |
| Permanently Excused (from school attendance) | Permanently Excluded |
| Retirement Allowance | Pension |
| School Attendance | Compulsory Attendance |

5. Miscellaneous

| | |
|---|---|
| A concise style in oral and written statements | A verbose, rambling style |
| A courteous, friendly attitude in all letters and discussions | Stereotyped or abrupt expressions in letters or discussions |
| A-dult' | Ad'ult |
| All right | Alright |
| Apparatus | Apparatus |
| Call your attention to | Call to your attention |
| Data are | Data is |
| Education Building | Educational Building |
| Enrolment | Enrollment |
| Folks | People |
| For example | e.g. |
| General Assembly | State Legislature |
| In accordance with | As per |
| Informed | Advised (correspondence) |
| Lack of Information | Ignorance |
| Namely | viz. |
| Provided that | Providing that |
| Re-search' | Re'search |
| Superintendent of Public Instruction | State Superintendent of Schools |
| That is | i.e. |
| Young men | Boys (college students) |
| Young women | Girls (college students) |

## C. Choice and Arrangement of Words

Alert persons find it fascinating to choose words and arrange them ectively in oral and written language. Usually they are particu-lrly careful when their oral language is transferred to written lang-ıge as a result of dictating a letter, an address, a section of a lılletin, or some other production. They realize that it is difficult at tnes to overcome faulty habits or the use of local expressions ac-ıuired in early life.

## 1. Prepositions

Some prepositions seem to puzzle even the most accomplished users of language. It is a temptation to say "off of" rather than the more direct and preferable "off." It is not always easy to decide quickly whether "conform to" or "conform with" will serve a person to better advantage in a given expression.

| *It is better to say* | *Rather than* |
|---|---|
| Different from | Different than |
| Students should not use nitric acid unless they know its properties | Students should not use nitric acid without they know its properties |
| A girl sixteen years old | A girl of sixteen years old |
| Pupils were awarded prizes | Pupils were awarded with prizes |
| The genus to which this plant belongs | The genus to which this plant belongs to |
| Distribute among five pupils | Distribute between five pupils |
| Choose between two pupils | Choose among two pupils |
| He went into the house | He went in the house |
| The records show that she was at home because of illness | The records show that she was to home because of illness |

## 2. Conjunctions

Even those who use good English find it necessary to watch carefully so that they do not use more words than are necessary. This applies particularly to the first sentence in a business letter and to the use of conjunctions. When in doubt, it is usually better to condense an expression or start a new sentence rather than connect with a conjunction ideas that give a better impression when they are in separate sentences. The following variations in expressing the same ideas illustrate desirable condensation as well as the pleasing omission of the unnecessary conjunction "and:"

| *Use* | *Rather than* |
|---|---|
| The enclosed blank shows the information that is needed to comply with the request in your letter of December 20. | Your letter of December 2 has been received. |

| *Use* | *Rather than* |
|---|---|
| Upon receipt of this information your request will be given prompt attention. | The enclosed blank shows the information that is needed to comply with the request in your letter and upon receipt of this information your request will be given prompt attention. |

Some conjunctions need to be studied as carefully as prepositions. The following illustrations include a few that are in this category:

| *Use* | *Rather than* |
|---|---|
| His letter has a pleasing appearance because it is typed neatly | His letter has a pleasing appearance being it is typed neatly |
| He went to college because he received a scholarship | He went to college for the reason that he received a scholarship |
| Neither . . . . . nor | Neither . . . . or |
| Not only . . . . but also | Not only . . . . and also |

3. PRONOUNS

It is suggested that an unnecessary use of the pronoun "I" should be avoided. The following variations in phrasing the same idea are interesting:

| *Use* | *Rather than* |
|---|---|
| Another letter from Mr. Blank requests information regarding a policy of the Department of Public Instruction. | I have just again received another letter from Mr. Blank which requests information regarding a policy of the Department of Public Instruction. |

The following paragraphs suggest condensation as well as the effective use of the pronoun:

| *Use* | *Rather than* |
|---|---|
| Apparently Mr. Harry Long, to whom you referred in your letter of December 20, misunderstands some procedures which should not be difficult to clarify. | Your letter of December 20 regarding Harry Long contains the statement of an interesting problem. |

| *Use* | *Rather than* |
|---|---|
| If he will kindly read the enclosed summary of prevailing regulations, he may agree with the statement in the last paragraph of your letter. | It is apparent that Harry Long misunderstands certain proceedures which should not be diffieult to clarify. If Harry Long will kindly refer to the enclosed summary of the regulations in which he is interested, he is likely to agree with the statement in the last paragraph of your letter of December 20. |

Some persons have diffieulty in determining readily the form of a pronoun that should be used partieularly when there is a compound object of a verb or of a preposition. This statement may be illustrated as follows:

| *Use* | *Rather than* |
|---|---|
| We notified John and him | We notified John and he |
| He sent bulletins to Harry and me | He sent bulletins to Harry and I |

Occasionally a person hears an indefinite reference of a pronoun to its antecedent. The following illustration may interest some readers:

| *Use* | *Rather than* |
|---|---|
| George and James conferred with Bruce regarding a diffieult problem. During the conversation Bruce suggested an aceeptable solution. | George and James conferred with Bruce regarding a diffieult problem. During the conversation he suggested an aceeptable solution. |

Once in a while a person gives a reader a mild shock by using a plural pronoun which refers to a singular antecedent. Illustrations of this statement follow:

| *Use* | *Rather than* |
|---|---|
| A person should be careful when he speaks and when he writes. | A person should be careful when they speak and when they write. |
| A board has authority to meet wherever it desires | A board has authority to meet wherever they desire. |

| *Use* |
| --- |
| A board has authority to meet wherever its members desire. |
| Members of a board have authority to meet wherever they desire. |

It is assumed that almost every person remembers that the expression "This is he" should be used rather than "This is him."

4. Verbs

Frequently infinitives and partieiples produee an unusual effeet in an otherwise well-worded talk or well-written article. We all know that we should say "has seen," "shall have written," and "may have done." Sometimes, however, when dictating our tongues slip and cause unnecessary hurdles when we come to expressions such as those that follow:

| *Use* | *Rather than* |
| --- | --- |
| To study carefully | To carefully and methodically study |
| He has understood thoroughly | He has very thoroughly understood |

Verbs have a habit of forming stumbling blocks in various ways. The sequence of tenses and the agreement of the verb with its subject in person and number always seem to require careful attention. The following illustrations are worthy of consideration:

| *Use* | *Rather than* |
| --- | --- |
| He wrote and I replied | He wrote and I had replied |
| There were three men in my office | There was three men in my office |
| None of us is perfeet | None of us are perfect |

There are times when confusion ean be avoided by ehanging the phrasing thus: "No one is perfect" or "No person is perfeet." This procedure avoids the use of the phrase "of us" which seems to influence many people to use a plural verb rather than the eorrect singular verb in the expression, "None of us is perfect."

Some persons have difficulty in saying "He doesn't" beeause of an early habit of saying "He don't" which, when eompleted, is the equivalent of "He do not."

Verbs like sit, set; lie, lay; leave, and let, continue to deserve our attention. A similar statement applies to verbs sueh as shall and will.

5. Adverbs and Adjectives

The difficulty that arises when a person is about to use a word such as "only" can be obviated easily by remembering that a modifier should be placed as near the modified word as possible. Thus we should say, "He wants only two copies of the publication" rather than, "He only wants two copies of the publication." Similar statements apply to the use of phrases and subordinate clauses.

It seems almost unnecessary to call attention here to the use of the comparative form when only two objects are compared and the superlative form when three or more are considered. We should, for example—

| *Use* | *Rather than* |
|---|---|
| The taller of two boys | The tallest of two boys |
| He selected the most desirable of the three words | He selected the more desirable of the three words |

Some authorities recommend that superlatives be used sparingly. They also suggest that an expression such as "The best three books" should be used rather than "The three best books."

6. Words Like Affect and Effect

Sometimes it is found that although a word sounds almost the same as another word it is written differently and has a different meaning. Words in this group are than, then; accept, except; affect and effect.

7. Homonyms

We are all familiar with the care that must be exercised in typing homonyms, such as there, their; weigh, way; led, lead; days, daze; raise, raze; break, brake; real, reel; peace, piece; sale, sail; rap, wrap; site, cite, sight; indite, indict; to, too, and two.

8. Complete Expressions

Complete expressions are pleasing to the person who enjoys good English. The following examples are suggested as illustrations of this statement:

| *Use* | *Rather than* |
|---|---|
| The envelope supply is exhausted or<br>The envelopes are all gone | The envelopes are all |
| As stated previously or<br>As stated in a preceding paragraph | As states in the above |
| Let us consider the following items | Let us consider the following |

## D. Punctuation

Punctuation is neither unnecessary nor an affectation. Its function is to make the meaning of manuscript or printed copy immediately clear to the reader. Spacing, shown by punctuation marks indicating appropriate pauses, is indispensable if the reader is to comprehend instantly the thought intended.

The absence of a comma may entirely change the meaning of a sentence. The failure to use a semicolon, in a series in each unit of which commas are used, is invariably confusing and often misleading. In transcribing dictation the stenographer is repeatedly confronted by dangling phrases which can be corrected by punctuation.

The three major functions of punctuation are: to designate pauses in oral expression, to suggest inflection, and to signify abrupt changes in thought. The simple pause, varying in degree from the weakest to the strongest, is indicated by the following marks in the order given: the comma (,), the semicolon (;), the colon (:), and the period (.). The question mark and exclamation point have the dual function of indicating a pause and suggesting inflection. Dashes, parentheses, and brackets likewise have a dual function of designating pauses and signifying varying degrees of segregation denoting abrupt changes in thought.

The following brief is not intended to be exhaustive. It does, however, include virtually all of the major functions of punctuation about which doubt often arises, and with regard to which there is controversy.

### 1. The Comma

The comma represents the shortest pause in punctuation. It may not be used indiscriminately and may not be omitted whenever it is required to enhance the clarity of, or to avoid ambiguity in, the meaning of a sentence.

a. *The absence of commas, particularly in inverted construction, may entirely change the meaning of a sentence.*
Example:

NOT: This man asserted the boy had stolen the fruit.
BUT: This man, asserted the boy, had stolen the fruit.

b. *The absence of a comma often misleads and confuses the reader.*

Examples:

NOT: Immediately after this weeping and wailing could be heard on all sides.
BUT: Immediately after this, weeping and wailing could be heard on all sides.

NOT: The prisoner eame forward on his hands the blood of many ruthless deeds and in his soul regret not unmixed with terror.

BUT: The prisoner eame forward, on his hands the blood of many ruthless deeds and in his soul regret not unmixed with terror.

c. *The couma should be used to set off parenthetical words, phrases, and clauses.*

Examples:

They, however, will be late in arriving.

Everyone present, exeept non-members, is requested to remain for the business meeting.

The alien population of Pennsylvania, I am told, is nearly half a million.

d. *The comma is used to set off intervening explanatory phrases or clauses.*

Examples:

Animals, like human beings, are gregarious.

This report, to the best of my knowledge and belief, is eorreet.

Some say, and I believe they are right, that behind every soeial effeet lies an eeonomie eause.

e. *A comma is used to set off all transitional words or expressions.*

Examples:

Nevertheless, we should endeavor to eomplete the work immediately.

On the eontrary, it is probable that every one of us will be present.

In eonelusion, then, let me summarize.

f. *A comma is used to mark off introductory phrases not closely connected to the rest of the sentence.*

Examples:

Generally speaking, the supply now exeeeds the demand.

Having finished their task, the workmen prepared to leave.

Like a lighthouse in the night, he has stood for years pointing the way to a better life.

g. *The comma is used before the conjunction in a series.*

Examples:

Mary, Ruth, and Jane have finished their work.
He was young, handsome, wealthy, but unhappy.

h. *A comma is used after the concluding word or phrase in a series whenever that which follows is connected to all units of the sentence.*

Examples:

He could not speak, read, or write the English language.
Bread and meat, clothing and shoes, and shelter and fuel, are needed by every regiment.

i. *If two phrases having the same continuation are set off by commas, the entire intervening phrase must be so included.*

Examples:

NOT: He is as tall as, if not taller, than his father.
BUT: He is as tall as, if not taller than, his father.
NOT: He will give $500 cash, or $400 cash, and his radio for the car.
NOR: He will give $500 cash, or $400 cash, and his radio, for the car.
BUT: He will give $500 cash, or $400 cash and his radio, for the car.

j. *A comma should follow the word "that" in all sentences into which an explanatory phrase or clause has been inserted, and in such construction needless repetition of "that" is to be avoided.*

Examples:

NOT: He thought, that since I had gone home, he would not have to work.
BUT: He thought that, since I had gone home, he would not have to work.
NOT: He reported, that if the present recession continues much longer, he will be forced into bankruptcy.
NOR: He reported that, if the present recession continues much longer, *that* he will be forced into bankruptcy.
BUT: He reported that, if the present recession continues much longer, he will be forced into bankruptcy.

k. *A comma should precede "for," "since," and "as" when such connectives are used to introduce a dependent clause.*

Examples:

It seems necessary to leave immediately, for within five hours the roads will be impassable.

I shall be glad to deliver it for you, since I shall pass his house on my way home.

It is suggested that you postpone first payments until next week, as you will then know which plan you wish to follow.

l. *The comma is used to set off figures in groups of four or more.*

Examples:

2,735; 42,6575; and 5,328,432

m. *A comma is used to indicate the omission of a word.*

Examples:

That is an old, reliable firm.

We shall prove that we are men, not mice.

n. *Generally speaking, the comma is used to set off words, phrases, and clauses, which otherwise would not be clear.*

Examples:

NOT: They are selling a suit or topcoat and hat for $15.

BUT: They are selling a suit or topcoat and hat, for $15.

NOT: When he was ready to begin his speech about the hall a hue and cry arose.

BUT: When he was ready to begin his speech, about the hall a hue and cry arose.

o. *A comma is used to set off a non-restrictive adjective clause from the noun it modifies.*

Examples:

We must now find Mr. Jones, *who promised to provide transportation for us.*

Doctor Brown, *who is an uncle of mine,* will treat the patient.

This child, *who is under-nourished,* deserves our immediate attention.

p. *A comma is not used to set off a restrictive adjective clause from the noun it modifies.*

Examples:

We must now find the Mr. Jones *who promised to provide transportation for us.*

A doctor *who is an uncle of mine* will treat the patient.

Any child *who is under-nourished* deserves our immediate attention.

q. *A comma is not used before two adjectives describing a noun if the latter is more closely related than the former.*

Example:

Gleaming white houses dotted the pretty little valley.

r. *The comma is not used to set off compound personal pronouns.*

Examples:

The President himself believes in this policy.

You yourself know that this is true.

s. *The comma is not used when italics, black-face type, underscoring, quotation marks, or other device is used to set off a word or phrase.*

Example:

In punctuating that sentence, you should insert a comma after the word "that."

## 2. The Semicolon

The semicolon represents a definite pause and, like the comma, may not be used indiscriminately nor omitted when needed to make instantly clear the meaning of a sentence. Being superior to the comma, it is used to separate enumerations, phrases, or clauses of equal rank when one or more of such phrases and clauses contain commas.

a. *The semicolon is used when the connective between two clauses is omitted.*

Examples:

We thought it was a war to end wars; we know better now.

Not only should we do this as a moral obligation; we shall profit by it.

b. *The semicolon is used, even when the connective is used, if the thought changes abruptly.*

Example:

I do not think they can afford to do it; or will dare to do it; but we must not be caught napping.

c. *The semicolon is used to separate coordinate clauses when such clauses are long or complex, irrespective of change of thought.*

Example:

In considering such legislation, we, as representatives of the public, should have in mind the necessity of increasing the present tax levy, which it entails; but, we should also be mindful of our army of unemployed for whom it is proposed, and to whom we owe an equal responsibility.

d. *The semicolon is used to separate coordinate phrases or clauses in a series when any or all of them contain a comma or commas.*

Example:

In such enumeration the following facts shall be ascertained: the full name, age, sex, race, nationality, and place of residence of all persons ten years of age and over; whether native-born-white, foreign-born-white, or Negro; whether possessing a functioning literacy in English approximately equivalent to or greater than that of five years of schooling; if possessing less than such degree of literacy, whether able to speak English, whether able to read English, and whether able to write English, and if foreign-born, whether able to read and to write in native language.

e. *The semicolon is used before words introducing enumerations, such as "for example," "for instance," "namely," "to wit," and "as."*

Examples:

The South exports several important products; such as, cotton, sugar, lumber, and fruit.

I have forwarded the supplies you requested; namely, salt, sugar, matches, and tobacco.

f. *The semicolon is used to separate both phrases and clauses, all of which are dependent upon an introductory statement.*

Example:

He has outstanding qualifications for the position: he has a broad education and experience in business; he has a strong personality, pleasing manners, and

makes friends readily; he is quiet, unobtrusive, and yet determined, and of equal importance, he has the scientific attitude and approach to such problems and will demand facts as the basis for his judgment and action.

g. *The semicolon is used to separate clauses joined by such connectives as "therefore," "hence," "however," "also," and "consequently."*

Examples:

It is impossible to legislate morals; consequently, the Eighteenth Amendment could not be enforced and was repealed.

Many recent experiments exemplifying the responsibility of the group for the individual have met with nation-wide public approval; hence, it is probable that a broader and increasing Federal responsibility and control will affect our future social well-being.

h. *A semicolon is used between the parts of a compound subject, and between the subject and verb, whenever such use will clarify the meaning.*

Example:

All correspondence, bills of lading, and orders, prior to April first; all receipt and check stubs, and our copy of the original contract should be taken to him immediately.

3. The Colon

A colon, of greater strength than the semicolon, is used to introduce a series, an illustration, or a long quotation, and may be used for emphasis.

a. *The colon is used after formal salutations.*

Examples:

My dear Doctor Brown:
Ladies and Gentlemen of the Conference:

b. *A colon is used to introduce a list of any nature.*

Examples:

Please deliver the following order: 2 pounds butter, 2 dozen eggs, 4 quarts milk, 3 heads lettuce, and 2 dozen oranges.

In the prosecution of this study, we shall take five distinct steps:

(1) Stating the purpose of the study
(2) Formulating the plan of attack
(3) Determining procedures in securing evidence
(4) Summarizing the facts ascertained.
(5) Interpreting the evidence

c. *The colon is used for introducing long quotations.*

Example:

In his address at Gettysburg, Lincoln said:

d. *The colon is used before a direct quotation which is introduced formally.*

Example:

In the immortal words of Thomas Jefferson: "We hold these truths to be self-evident,—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

e. *The colon is used for emphasis.*

Examples:

For I say to you, Beware: Irrespective of their many friendly gestures, I am constrained to believe that they are not to be trusted.

We shall say to him: "What your wishes are, are our commands."

f. *A colon is used to precede an extended explanation within a sentence.*

Example:

Public education of the future must realize three major purposes: first, a full recognition, in purpose and organization, of its social responsibilities; second, the acceptance as its function, the individual's adjustment to and improvement of his environment, and third, a genuine equalization of such service among all the people irrespective of race, class, sex, age, and economic circumstance.

g. *A colon should precede a continuing clause that is capitalized.*

Example:

The question repeatedly arises: Why must we have wars?

h. *Irrespective of the pause desired, a colon should not be inserted in a sentence when the effect is to separate a subject from its verb.*

Example:

NOT: To say: "Whatever is, is right," is sheer sophistry.

BUT: To say "Whatever is, is right," is sheer sophistry.

i. *A colon is not used before a dash, because the dash itself also signifies segregation and a pronounced pause.*

Example:

NOT: Hence, organization continues:—wheels within wheels without end.

BUT: Hence, organization continues—wheels within wheels without end.

4. The Period

The period, representing the greatest pause in, or conclusion of a text, should always be used in closing a sentence, except in titles, captions, and tabulations.

a. *A period, instead of the interrogation mark, is placed at the end of all interrogative sentences in which a request is disguised as a question, merely as a matter of courtesy.*

Example:

Will you please send me information as to your Pullman fares from Harrisburg, Pennsylvania, to Miami, Florida.

b. *The period is placed outside the parentheses when the enclosed matter forms a part of the preceding statement.*

Example:

Provision is made in our School Laws for minimum salaries of all public school teachers, supervisors, principals, and superintendents (See Section 1210).

c. *The period is placed inside the parentheses and quotes only when that which is enclosed is an independent declarative sentence.*

Example:

A shot rang out (He tried to appear as though he had not heard it.) and the children began to weep.

d. *If a quotation is only a part of a sentence being closed and ends the sentence, the period, closing the entire sentence, follows the quotes.*

Example:

When asked to explain his absence he said, "I have been confined to my bed for three days."

e. *A period is placed before a decimal and may be used between figures signifying hours and minutes.*

Examples:

".55" for "55/100"

"$1.67" for "one dollar and sixty-seven cents"

"9:25" for "twenty-five minutes after nine"

f. *A period is used after every abbreviation.*

Examples:

"Dr." for "Doctor"
"P. M." for "afternoon"
"lb." for "pound"
"Ph.D." for "Doctor of Philosophy"

g. *A period is used:* after Roman and Arabic numerals, and capital and small letters, only when functioning as an enumeration in a series, an outline, or a brief, and in terminating references in which other punctuation is used.

Examples:

I. Education in Pennsylvania
  A. Public Education
    1. Elementary schools
    2. Secondary schools
    3. Colleges and universities

Chap. 3, Vol. II; and Chap. 8, Vol. IX.

h. *A period is not used after letters signifying well-known organizations and services.*

Examples:

"The AAA Service" for "The American Automobile Association Service"
"The PSEA Convention" for "The Pennsylvania State Education Convention"
"The WPA Program" for "The Works Progress Administration Program"
"The CCC Camps" for "The Civilian Conservation Corps Camps"

i. *A period is not used after the words "per cent," or those indicating the size of books.*

Examples:

Of our total population, probably more than ten per cent have less than a functioning literacy.
The case will hold one hundred 16 mo volumes.

j. *The period is omitted:*

i After advertising display lines
ii After centered headlines
iii After marginal headlines with no continuation
iv After captions and legends of a single line
v After items in a tabulated list

vi After contractions used as abbreviations
vii After date lines in open punctuation
viii After signatures not completing a sentence
ix After even dollars written in a text in numerals

## 5. The Dash

The dash is a distinct mark of punctuation, having the dual function of signifying a marked pause and an abrupt change of thought, and needs no supporting punctuation. A pair of dashes is used to segregate an interpolation completely. A single dash governs the sentence that follows it.

a. *A pair of dashes is used to segregate the enclosed matter from the rest of the sentence.*

Example:

The dash is an often-used—but too often abused—mark of punctuation.

b. *A single dash is used in a sentence only when all that follows it is to be segregated and influenced by it.*

Example:

They seem agreeable enough—almost too much so; in fact, their extreme affability seems to be more deliberate than natural.

c. *A single dash should not be used in a sentence when all that follows is neither segregated nor influenced by it.*

Example:

NOT: They always—and naturally so, it seems to me; take advantage of every opportunity to learn.

BUT: They always—and naturally so, it seems to me—take advantage of every opportunity to learn.

d. *In the use of dashes, commas and other punctuation necessary in punctuating the entire sentence are used irrespective of the dashes, either following or preceding the dashes in accordance with the sentence structure.*

Examples:

It is not that we have exhausted our resources—we are not yet bankrupt—, but we must pay more attention to our margin of profit.

It may mean success—the realization of our ambitions—; it may mean failure—the complete abandonment of the plan.

It was an enjoyable trip, perfectly so,—everything as we had planned it—but the critical illness of near relatives cast its gloom over the occasion.

e. *Segregated matter within dashes is punctnated as in the ordinary sentence, except when the interpolation is a declarative sentence, in which case the period is omitted in deference to the pause indicated by the second dash.*

Example:

He handles his money—or should we say "his laek of money?"—very well indeed.

It is not that we have not done our best—we have worked, saved, borrowed, and begged—, but Fate has seemed to be against us.

f. *A dash is used to indicate an unfinished sentence.*

Example:

Fearfully he said, "You cannot arrest me for that—I have been right here ever since—since—."

g. *A dash is used to denote hesitancy in speech.*

Example:

Why, this—this is—this is too much; I do not deserve it.

h. *A dash is often used to set off a single word or phrase merely for the sake of emphasis.*

Example:

We have gone too far to turn baek; we must eontinue—irrespective of the eost.

i. *The dash is used to set off incidental comments, explanations, and repetitions.*

Examples:

By sheer good luek—or so it seemed to me—he led us out upon a publie road.

June 2—next Thursday—is the date set for the conferenee.

We must act now—today—if we are not to be outwitted.

j. *The dash may be used instead of a colon to indicate tabulated spacing.*

Example:

This plan involves—

a. Determining upon new sources of raw materials
b. Doubling our present equipment
c. Greatly increased transportation facilities
d. An appropriate increase in our sales force

k. *The dash is used as a substitute for the word "to" in specific limiting of such refereuces as dates, sections, paragraphs, and pages.*

Examples:

George Washington, 1732–1799.
Pennsylvania School Laws, Seetion 1210, Paragraphs 1–19.
Bergson, "Creative Evolution," Pages 83–115.

l. *The dash, as a distinct mark of punctuation inteuded to segregate material of a parenthetic nature, may be substituted; at times for a colon; rarely, if ever, for a semicolon, and never for a comma.*

6. PARENTHESES

Parentheses are a distinct mark of punctuation and need no supporting punctuation. Like the dash, they have the dual function of signifying a marked pause and of denoting an abrupt change of thought indicated by the complete segregation of the enclosed material from the rest of the sentence. Relatively, parentheses are of greater strength than dashes and while likewise signifying an abrupt change of thought, they should be used to denote interpolations which have no essential bearing whatever upon the sentence in which they are used. Parentheses are always used in pairs.

a. *Parentheses are used to segregate definitely the enclosed material from the rest of a sentence.*

Example:

I waited and waited (I myself could have gone much more quickly) until at last he came strolling in as if there were no need for haste.

b. *Parentheses are a distinct type of punctuation and need no supporting punctuation.*

Example:

NOT: At our last meeting, (It was held in Harrisburg), we voted to do this.

BUT: At our last meeting (It was held in Harrisburg) we voted to do this.

c. *Material within parentheses is punctuated as in ordinary sentences, except when the parenthetical expression is a declarative sentence, in which case, to avoid double punctuation, the final period is omitted in deference to the second parenthesis which in itself signifies the pause denoted by a period.*

Example:

The last time I was in Washington (It was February 22, Washington's Birthday, of last year) we discussed this matter thoroughly.

d. *In punctuating parenthesized material of an interrogatory or exclamatory nature, the appropriate final mark is retained and immediately precedes the second parenthesis, since, while either the question mark or the exclamation point and the parenthesis both signify a pause, the question mark and the exclamation point have the additional function of suggesting inflection.*

Examples:

They continue to suffer (Oh the injustice of it!) under the iron hand of his tyrannical rule.

I refused to go (Would you have done so?) until they guaranteed our safe return.

e. *Irrespective of parentheses, the punctuation of the entire sentence is maintained intact, resulting in commas, semicolons, colons, and interrogation marks immediately following the parentheses, but bearing only incidental relation to it.*

Examples:

He had crawled into the cabin (doubtlessly exhausted from exposure and starvation); while all about him were searching parties equipped with food, clothing, and first-aid materials.

What can we do next (Would to Heaven we knew!)?

It was a joyous occasion, no doubt; (the very impertinence of it) nevertheless, the anti-social utterances of the speakers, and the demonstrated disloyalty to the American flag, will redound to their disadvantage in the future.

f. *The first word of a parenthetic expression is not capitalized unless such material begins with a proper name or is itself an independent declarative sentence.*

Examples:

They reported their plan (their "scheme" I'd say) to take over and administer all of the emergency service.

I agreed to play the piano (They had rented an old upright) if they would sing.

They have been in business as "Brown the Clothier (The Old Reliable)."

g. *Only that part of a sentence should be embraced in parentheses which can be wholly removed without impairing the rest of the sentence.*

Example:

NOT: This is proof conclusive (that all his asseverations to the contrary notwithstanding) our suspicions were well founded.

BUT: This is proof conclusive that (all his asseverations to the contrary notwithstanding) our suspicions were well founded.

h. *Parentheses are used to enclose gratnitous or clarifying comment in the form of—*

i Explanatory phrases
ii Interesting sidelights
iii Phrases of identification
iv Specifie references
v Letters and figures used in enumerating
vi Dates indicating the years of the birth and death of an individual
vii Interpolations not written by the author which are inserted in quoted material

i. *The function of the bracket is similar to that of parentheses (formerly called round brackets), and is subject to the same rules of punctnation. Modern nse of brackets is now restricted largely to segregate remarks inserted by a writer in quoting another author; to enclose inserted correction or comment by an editor, and, in the preparation of legislative bills and amendments, to denote words, phrases, and clanses which are to be deleted.*

Examples:

He writes "until that time [August 1, this year] you will have to eontinue without additional help."

The Daily Chronicle says "It is estimated [by "tin-horn" reporters and $10-a-week elerks] that $100,000 will be wasted on the projeet."

[Schools and elasses for] Extension Edueation shall be [a] *an integral* part of the publie schools of the Commonwealth and of the distriets in whieh [they are] *it is* organized, * * *.

7. Quotation Marks

The primary funetion of quotation marks is to denote the exact words of a writer or speaker, although at times they are used as a means of designating emphasis, identity, irony, humor, or slang.

a. *In the use of quotation marks the exact words and the same punctnation must be included, except as three asterisks are used to indicate omissions, and interpolations by the writer are enclosed in brackets.*

Example:

"We the people of the United States, in order to * * * *provide for the common defense,* [italics my own] do ordain and establish this Constitution for the United States of America."

b. *For quotations within quotations, single marks are used, within which the rules for punctuation are the same as in regular quotations.*

Example:

He turned quickly and asked, "To what does he refer by saying, 'As you know, the die has just been cast'?"

c. *When conversation, consisting of three or more exchanges, is transcribed, the statement of each speaker in turn is given a separate paragraph.*

Example:

"Halt! Who goes there?," cried the sentry.

"A friend," replied the shadowy figure.

"Advance and be recognized," said the sentry.

d. *A long direct quotation, consisting of four or more lines, and set off by quotation marks, is further segregated by indentation, and is introduced by a colon.*

Example:

The preamble to the Constitution of the Commonwealth of Pennsylvania is:

"We the people of the Commonwealth of Pennsylvania, grateful to Almighty God for the blessings of civil and religious life, and humbly invoking His guidance, do ordain and establish this Constitution."

e. *The first word in a quotation is capitalized if it is a proper name or if it begins a sentence.*

Examples:

Their banner carried the legend, "Never say die."
He replied, "John Jones, for example."

f. *When a series of quoted words or phrases is listed in sentence form, each item is set off by quotation marks of its own.*

Example:

From the Latin we have many clearly recognizable English derivatives, such as "transport," "transform," "translate," "transmit," and "transparent."

g. *In using fragmentary quotations, the exact words only may be included in the quotation marks.*

Example:

NOT: They reported "He had an ungovernable temper."

BUT. They reported he "has an ungovernable temper."

h. *In quoting two or more paragraphs, the marks should be placed at the beginning of each paragraph, but at the end of the last paragraph only.*

i. *In quoting letters or telegrams sufficiently short to be copied on one page, the marks are used before the date, the address, and the salutation only, and after the signature only.*

j. *When quotations are broken by identifying phrases and clauses, they are punctuated as though the inserted material were omitted, except when a pause immediately precedes the interruption.*

Examples:

"I have neither money nor friends to whom to appeal," he said, "Where can I go for shelter and for food?"

"We were forced to turn back," he reported, "because our supplies were nearly exhausted."

"Yes, you have done well," he frowned—"but they have done better."

"Are you all safe?" he asked, "I had feared the worst."

"Heaven be praised!" he shouted, "where do we go from here?"

k. *When a quotation is part of a sentence, terminates the sentence, and is in itself a declarative sentence terminated by a period, the quoted period is omitted in deference to the final period commanding the entire sentence, since the function of both the quotation marks and the period is to indicate a conclusion.*

Examples:

"I cannot afford to sell these," he said, "they are the most valuable part of my collection."

Pausing for a moment he said, "But, from the viewpoint of a long-range program, that is the most significant part of the proposal."

l. *Two question marks or two exclamation points, designating inflection as well as pause, are not considered necessary at the conclusion of a sentence which is terminated by a quotation which in itself is concluded by either one of these marks, but since the function of such marks is to indicate inflection, the question mark or exclamation point is placed within the quotations and serves to command the entire sentence as well.*

Examples:

Did you hear anyone say "What good can come of this?"
Good work, "Thou good and faithful servant!"

m. *When an exclamatory sentence is terminated by an interrogative quotation, or vice versa, the entire sentence must be properly punctuated.*

Examples:

Did I hear someone say "What a joke!"
Or again "Is it legal?!"

n. *Quotations should be terminated and renewed whenever parenthetical remarks are inserted in the matter being quoted.*

Examples:

He arose and shouted "I resent the insinuation" (his attitude served only to create more feeling) "that we have been either disloyal or indifferent in our service."

o. *In using a familiar proverb or phrase, include in the marks only the exact words of such proverb or phrase.*

Example:

NOT: She adheres strictly to the old saying "that a stitch in time saves nine."

BUT: She adheres strictly to the old saying that "A stitch in time saves nine."

p. *Quotation marks are used in setting off foreign words which have been embraced by the English language, but are not of common usage.*

Examples:

If I do not commit at least one "faux pas," my evening is not complete.

In any business undertaking, the "entre preneur" should be granted authority equivalent to his responsibility.

q. *Quotation marks are used to emphasize any word or phrase within a sentence.*

Example:

"Dictionary" is a word that is often mispronounced.

r. *Quotation marks are used to enclose titles of books.*

Example:

I have spent my spare time for more than two weeks trying to read "Anthony Adverse."

s. *Quotation marks are used in setting off slang or coined words.*

Examples:

Let us hope that now he will "stay put" for a while.

He is an inveterate "moocher."

He has a very effective "line" until people "get on to" him.

t. *Quotation marks are used to set off words and phrases which are deliberately ironical, awkward, or humorous.*

Examples:

As I understand you, to be entirely fair, you will toss a coin—"Heads you win, and tails I lose."

That man positively "enjoys feeling miserable."

u. *Quotation marks are used in credit lines to set off the titles of books and articles.*

Examples:

Pearl Buck, "The Good Earth," p. 115.

Margaret Mitchell, "Gone With The Wind," p. 74.

8. The Question Mark

The major function of the question mark is to designate a direct question, to which an answer is expected or implied, although sometimes it is used parenthetically to denote irony, doubt, or humor.

a. *The question mark is always used after a direct question, to which an answer is expected.*

Examples:

Where are you going?

Do you think they will keep their word?

b. *The question mark is always used after interrogative sentences stated in the declarative form, but anticipating a direct answer.*

Examples:

They told you that?

You heard him say it?

So they plan to abrogate their agreement?

c. *The question mark is not used after interrogative sentences in which a command or request is disguised as a question, merely as a matter of courtesy.*

Examples:

May we hear from you at your earliest convenience.

Will you kindly report promptly at 9:00 A.M.

Will you please forward, by return mail, six additional copies.

d. *The question mark is always used for all direct questions within a sentence if they are sufficiently important to warrant such emphasis.*

Example:

They discussed the plan from several angles—Is the time ripe for such a move? What will the public re-

action be? From what sources can support be secured? What opposition are we likely to encounter? What publicity, if any, should be planned?

e. *Questions contained in a sentence, which are of subordinate importance, may be left open without the identifying mark.*

Examples:

What can we do next, is a question on everyone's lips.

We have supported you in every way, yet, what of it, you ask.

f. *A question mark is retained by quoted questions which form a part of a sentence and is always placed within the quotes.*

Example:

Everyone is asking, "Where did they get it?," and "What are they going to do with it?"

g. *The question mark is used parenthetically to denote irony, doubt, or humor.*

Examples:

He is a great (?) man, and we would do well (?) to follow him blindly.

The last treaty was drawn up in 1908 (?) and signed in 1909 (?).

I shall have only three days vacation, but "half-a-loaf" (?) is better than no loaf at all.

9. The Exclamation Point

The exclamation point is used after any exclamatory word or to emphasize any phrase, clause, command, or statement which, in itself, might otherwise be only mildly impressive.

a. *The exclamation point is used to mark any exclamatory word.*

Examples:

"Oh!," "Ha!," "Westward Ho!," and "Alas! Alas!"

b. *The exclamation point is used to emphasize impulsive remarks.*

Examples:

"Indeed!," "Good work!," and "Don't tell me that!"

c. *The exclamation point is used to emphasize commands.*

Examples:

"Forward march!," "Stop that!," and "Go, and never return!"

d. *The exclamation point is used after exclamations which are in the interrogative form.*

Examples:

It may be the end, who knows!
What do we care! There is no choice.

e. *Several exclamation points may be employed in a single sentence, requiring no capitalization after the continuation.*

Examples:

We cry "Peace!"—but there is no peace!
Tragic! Tragic! you say, but there was no alternative.
If he yells "Speech! Speech!" once more, I shall "crown" him, so help me.

f. *The exclamation point is used to express surprise or dissension.*

Examples:

Is that so! Who would have thought it!
Does he expect me to play "second fiddle!"

g. *The exclamation point in parentheses is used to express sarcasm or doubt.*

Examples:

How very, very clever (!) of you.
We shall await the abundant reward (!) he promised.

h. *For mild exclamations, the comma or semicolon may be used instead of the exclamation point.*

Examples:

Well, we have no objection to that.
It's too bad; but, after all it is of little consequence.

## 0. The Apostrophe

The apostrophe is used in possessive case forms; plurals of letters, figures, and words; contractions of words and figures, and in verb forms of letters, words, and expressions.

a. *The apostrophe and "s" ('s), indicating the possessive case of nouns, may be generally interchanged with the "of-phrase."*

Examples:

Governor Earle's administration, or The administration of Governor Earle
The man's arm, or the arm of the man

b. *The apostrophe and "s" ('s), indicating the possessive form of a noun, cannot be changed to the "of-phrase" whenever such change causes ambiguity.*

Examples:

These are the secretary's notes, or ambiguously, These are the notes of the secretary.

This is the janitor's work, or ambiguously, This is the work of the janitor.

c. *For the sake of clarity and identity, the indefinite article, the double possessive, or the reflexive pronoun may be used.*

Examples:

NOT: This is Ruth's picture (ambiguously, a picture of Ruth herself or a picture of Ruth's home which belongs to her).

BUT: This is a picture of Ruth (a picture of Ruth herself which may belong to her or to someone else).

NOT: This is Ruth's picture (ambiguously, a picture that only belongs to Ruth, or a picture of Ruth herself which may belong to someone else).

BUT: This is a picture of Ruth's (definitely belonging to Ruth, but ambiguously, a picture of Ruth herself or some other picture which belongs to her).

OR: This is a picture of Ruth herself (definitely a picture of Ruth but ambiguously belonging to Ruth or to someone else).

OR: This is Ruth's picture of herself (definitely a picture of Ruth which belongs to her).

d. *To denote the possessive of inanimate objects, the "of-phrase" is generally used instead of the apostrophe and "s" ('s), except as; such objects are personified, reference is made to time, or in a number of old familiar sayings.*

Examples:

The routine of the office, or The first three chapters of the book

The North Wind's doleful dirge, or The certainty of Time's ceaseless march.

A day's work, Three weeks' vacation, A year's salary.

At his wit's end, A stone's throw, His money's worth.

e. *The apostrophe and "s" ('s) are used to form the possessive singular of common and proper nouns.*

Examples:

The man's hat was blown into the river.

John's book was found in the street.

f. *To form the possessive singular of compound nouns, the apostrophe and "s" ('s) are added to the last word of the expression.*

Examples:

His father-in-law's attitude is most critical.

Alexander the Great's reign was from 336 B.C. to 323 B.C.

The Works Progress Administration's program will soon be announced.

g. *To form the possessive singular of simple and compound nouns ending in a sibilant, the apostrophe and "s" ('s) are added, except when it creates awkward or difficult pronunciation, in which case the final "s" is omitted.*

Examples:

Mr. Jones's car was completely wrecked.

The horse's leg was broken.

Christians, irrespective of creed, should work together for Jesus' sake.

Diogenes' example of carrying a lantern illustrates a great truth.

h. *To form the possessive of a phrase which serves as a compound noun and refers to a person or persons rather than to inanimate objects, the apostrophe and "s" ('s) are added to the last word of the phrase.*

Examples:

The University of Southern California's football record is a proud one.

The Department of Public Instruction's function is administrative and supervisory rather than instructional.

i. *To form the possessive plural of nouns ending in "s" an apostrophe only is added.*

Examples:

The boys' class was dismissed.

Ladies' hats and dresses are on sale.

j. *To form the possessive plural of nouns not ending in "s" the apostrophe and "s" ('s) are added.*

Examples:

Children's toys are on the second floor.

There are men's fraternal societies of every type and purpose.

k. *In forming the possessive plural of compound nouns, the noun is pluralized and an apostrophe and "s" ('s) are added to the last word of the expression.*

Example:

Her daughters-in-law's efforts saved her from bankruptcy.

l. *When joint possession is to be denoted, the apostrophe and "s" ('s) are added to the last word of the expression.*

Examples:

They are advertising Park and Tilford's Candies.

Sears and Roebuck's catalog has just arrived.

m. *When joint possession is not denoted, the apostrophe and "s" ('s) are added to each noun.*

Examples:

Sears, Roebuck and Company's and Montgomery Ward and Company's stores have become national institutions.

Mark Twain's and Dickens's stories are still widely read.

n. *The apostrophe, denoting the possessive case, is omitted in all names of institutions, associations, and societies, except as it is retained by the organization itself.*

Examples:

State Teachers College

American Bankers Association

BUT: Young Men's Christian Association

o. *The apostrophe and "s" ('s) are used to form the plural of all figures and of all letters of the alphabet.*

Examples:

Cross out all of the A's on this page.

The school of today has far outgrown the original three R's.

First he will have to learn the ABC's of the business.

During the 1900's life was vastly simpler.

All of the 2's on this page are badly blurred.

They pronounce their V's like W's.

p. *An apostrophe is used to denote the first two figures of date years.*

Examples:

The class of '39

The roaring '40's

The old '49ers.

q. *The apostrophe is used in a contraction to denote the omission of a letter or letters.*

Examples:

I'm ready to go.
Who's at the door?
There goes Mr. O'Neil
John Jones, Sec'y
The Int'l. Corp'n. of London

r. *The apostrophe and "s" ('s), denoting the possessive, are added to nouns which modify a gerund.*

Examples:

John's coming at this time is embarrassing.
Tito Schipa's singing of "O Sole Mio" is positively thrilling.

s. *The apostrophe is used to form the plurals of certain words when used in the plural sense.*

Examples:

The if's and when's of the proposal make it much too indefinite.
The whereas' of the resolution are too numerous and over-lapping.

t. *The apostrophe is used in verb forms of letters and figures, and of words not having a recognized verb form.*

Examples:

He OK's all requisitions.
He has been SOS'ing for five hours.
She X'd out the last paragraph of the contract.
He 2 x 4'd all his lumber.
She comma'd every phrase and clause of every sentence.
He what's every question anyone asks him.
He has yes'd everyone ever since I have known him.

## The Hyphen

There is wide divergence of opinion as to the proper use of the hyphen. Logic and convenience, however, have crystallized certain usages in approved practice. When doubt arises, the dictionary should be consulted.

a. *A hyphen is used to connect two or more words which, so combined, have the function of a single word.*

Examples:

"A first-class performance," "son-in-law," "anti-American," "cross-examination," and "self-control."

b. *A hyphen is used in forming a compound adjective, as a means of gronping to facilitate reading, when it precedes th noun modified.*

Examples:

We shall arrive on the five-o'eloek train.
They are making a house-to-house canvass.
We want to make this an up-to-the-minute report.
We need a literaey-test-for-new-voters law.

e. *No hyphen is used when other words are added to th sentence changing the compound-adjectival form to a prepc sitional-phrase form.*

Examples:

They will eanvass the town from *house to house.*
We should bring this report *up to the minute.*

d. *A hyphen is used when a compound modifier follows th noun modified, if the single-word function is unbreakabl without the addition of other words.*

Examples:

The train will arrive at five-o'elock.
This maehine is supposed to be fool-proof.
The ehild was eross-eyed.

e. *A hyphen is used to form adjectives compounded with th adverb "well" only when preceding the noun so modifiec*

Examples:

A well-behaved ehild, a well-known author, and well-earned reward.

BUT: He was a man well versed in the histrionie art Any point well stated is convineing.

f. *The suspended hyphen should be used in any series o hyphened words which have the same ending o continuation.*

Examples:

The program will eonsist of ten- and fifteen-minut addresses.

I would guess that he is twenty-one or -two years ol

g. *When two nouns, the first of which consists of only on syllable, are combined to form one, the hyphen is not usec*

Examples:

Typewriter sehoolroom notebook and viewpoir

h. *Words compounded with "like" are written without the hyphen.*

Examples:

Business like and childlike.

i. *In a compound adjective consisting of a verb and an adverb ending in "ly," the words are not joined by a hyphen.*

Examples:

An excellently written manuscript.

A highly developed civilization.

A beautifully played number.

j. *Proper names consisting of more than one word, and used in the adjectival sense, are not joined by a hyphen.*

Examples:

Riverside Drive Apartments, South American exports, and New England customs.

k. *In the use of prefixes generally, the hyphen is used when the added word is a proper noun.*

Examples:

Un-American, pro-German, and anti-British.

l. *A hyphen is used in compound numerals.*

Examples:

Twenty-five years and fifty-seven pounds.

m. *A hyphen is used in compounding numerals with other words.*

Examples:

We should have a ten-foot pole.

He is entered in the two-mile run.

n. *A hyphen is used in titles compounded with "Ex" and "Elect."*

Examples:

Governor-elect, Ex-President

o. *Letters used to form compound adjectives or nouns are always hyphenated.*

Examples:

A V-shaped neck, an X-ray examination, a T-bone steak, an S-curve, and a U-boat.

p. *In using the hyphen to divide line-end words, monosyllables are never so divided.*

Examples:

Caught through and church

q. *Line-end words of two syllables are divided at the end o the first.*

Examples:

Team-work, mile-stone, and fire-place.

r. *Line-end words of five or less letters are never divide irrespective of syllables.*

Examples:

Item, daily, and eaten.

s. *Line-end words which are hyphened words are alway divided at the hyphen.*

Examples:

Of fifty-five automobiles entered for the race, only twenty-three qualified.

They had been waiting more than five hours for the Lieutenant-Governor-elect and his party to arrive

12. MISCELLANEOUS

Other procedures regarding punctuation in typewritten copy have come to be generally accepted, as indicated in the following notes.

a. To *indicate omissions* from the exact words of a quotation three asterisks, three dashes, or three periods are used, as: "* * *," "— — —," and ". . ."

b. To *indicate footnotes*, the asterisk is used when not more than three footnotes are placed on any given page, their identity being shown by the number of asterisks in a row, as: "*," "**," and "***."

c. To *indicate footnotes*, modern practice favors the use of small cardinal numbers, either successively from "1" up to each page, or continuously from "1" up throughout all successive pages of the text.

d. *Other signs* having an established meaning, such as "#," "%," "&," and "¢," are never used in place of asterisks or cardinal numerals to indicate footnotes.

e. The *omission of an entire paragraph* from quoted material is indicated by the centered spacing of three asterisks in an open line, as:

* * *

f. *Change of subject matter* is indicated by a centered row of dashes in an open line, as:

- - - - - -

g. In manuscript prepared for the printer, the *underscoring* denotes that such words are to be italicized.

h. Headings and marginal captions, when *underlined*, should be underscored with an unbroken line.

i. In *underscoring parts of a text*, words or groups of words are never separately underscored, irrespective of punctuation, unless each word or group of words so underscored is to be emphasized separately.

Examples:

The three-day conference will begin *not later than 10:00 A. M., Monday, September 12.*

BUT: The State Pre-Professional Examinations are to be given *in January, in June,* and *in August.*

j. In the preparation of legislative bills, the underscored words, phrases, clauses, and sentences indicate additions proposed, and bracketed words indicate deletions.

k. The *brace* may be placed before or after a column of items, the point of the brace indicating the superior and smaller caption to which the embraced items belong, and the spread facing and segregating the items to be embraced.

l. In *measurements* the apostrophe is used to indicate "feet," the quotes are used to indicate "inches," and the "small x" is used instead of the word "by."

Examples:

This timber is 24' x 12" x 18."

This room is 20' x 16' x 8'6."

m. The various marks of punctuation should receive the following *spacing:*

i. One space—

After the comma
After the semicolon
After the abbreviation period within a sentence
After the question mark within a sentence
After the exclamation point within a sentence
Before and after the dash
Before the first parenthesis
After the second parenthesis

ii. Two spaces—

After the colon in a line

iii. Three spaces—

After each period terminating a sentence within a paragraph

After each question mark terminating a senten within a paragraph

After each exclamation point terminating a senten within a paragraph

n. Irrespective of rules for punctuation, the names of *tra and professional organizations*, and of *institutions*, shou always be written in accordance with the practice whi they officially authorize.

Examples:

The Macmillan Company; not The Macmillan Co.

Jones & Jones; not Jones and Company, nor Jones & C

o. Care should be taken to distinguish between *contractio* which always contain the final letter of the expression cc tracted, always contain the apostrophe, and never requi a period, and abbreviations which may or may not conta the last letter of a word, never contain an apostrophe, a always require a period.

p. *Abbreviations* for compound expressions should conta periods to indicate words abbreviated.

Examples:

| | | |
|---|---|---|
| C. O. D.; | not | COD |
| F. O. B.; | not | FOB |
| C. P. A.; | not | CPA |

q. *In transcribing telegrams*, an *abbreviation*, representi more than one word, is counted as one word up to a including five letters, if the letters are run together withc punctuation.

Examples:

AM, not A. M., nor "in the forenoon."

COD, not C. O. D., nor "Collect on delivery."

PSEA, not P. S. E. A., nor "Pennsylvania State Edu tion Association."

PECLA, not P. E. C. L. A., nor "The Public Educati and Child Labor Association of Pennsylvania."

r. *In transcribing telegrams*, numbers up to five digits a counted as one word if run together.

Examples:

Price 23.75 cash (Three words)

Telephone 33281 (Two words)

s. *Hyphens are not transmitted in telegrams*, except when so ordered, hence, hyphenated words should be run solid.

Example:

Send list lowerpriced articles to JB Jones Incorporated Harrisburg Pennsylvania

t. *In quoting within a telegram*, use the words "quote" and "unquote."

u. Except for code symbols which should always be set in caps, use ordinary type rather than caps *in setting up a telegram*, because it is more readily read.

v. For the purpose of identification, the following standard *code words* may be used:

RELET meaning "regarding your letter"
RETEL meaning "regarding your telegram"
RERAD meaning "regarding your radiogram"

Example:

"RELET yes RETEL no await my arrival next Monday morning."

## E. Spelling

A safe rule in spelling is to consult the dictionary constantly. It is the exceptions that prove this rule. Question the spelling of every unusual or infrequent word. Simplified or modern spelling should be used only in informal work, such as interoffice communications, intercompany letters, etc. Regular spelling should be used in all formal letters, documents, legal papers, and in all copy for publication.

### Adding -ed or -ing

When -ed or -ing is to be added, and it is permissible to use either a single or a doubled consonant, business usage prefers the simpler form.

Examples:

| | | |
|---|---|---|
| paralleled | is preferable to | parallelled |
| focusing | is preferable to | focussing |
| stenciling | is preferable to | stencilling |

Do not, however, fail to double the final consonant when there is danger of confusion with a similar word.

Examples:

fatted fated; planned planed; pinning pining.

Do not drop or change a final letter when forming an unusu -ed or -ing ending. If the form is not given in the dictiona at hand, leave the word intact. It is more easily recognized.

Examples: tabooed taxied taxiing

The 'd instead of ed may be used to preserve the appea ance of unusual words.

Examples: ski'd subpoena'd

2. Endings -cede, -ceed, and -sede

It will repay a writer to take a few minutes to memorize t following:

"Only one word ends in sede (supersede); only three end i ceed (exceed, proceed, succeed); all other words of this cla end in eede (precede, seeede, etc.)"

—Style Manual of the United States Governme Printing Offiee (1935) p. 47.

In this conneetion, it should be noted that the three wor ending in -ceed (exeeed, proceed, and succeed) change for when taking different endings—as proeedure, procession, exees and sueeessive.

3. Endings -able and -ible

The more usual suffix, and the living form is -able. It is ge erally employed in forming new words.

Examples: ineorporable eonneetable publishable

The -ible form is retained on many established words.

Examples: foreible convertible susceptible

4. Words ending in -c or -ic

If -ed, -er, -ing, or -y is added to a word ending in -c or -i the letter k is inserted for clarity, to prevent the c from bein sounded as s.

Examples: frolicking panicky shellacked

But the k is not used in forming the plurals of sueh word because here the c's sound of k is undisturbed.

Examples:

panies frolies almanacs

5. Plural Forms of Unusual Words

When the plurals of words ending in -y, -o, -l, -f, -a, or -e, a not given in the dietionary at hand, form the plurals in th simplest possible way: by adding -s only.

Examples:

taxis hoofs Januarys

Or if the word ends in -s, add -es.

Examples:

buses eitruses censuses compasses

. Words Ending in ae and oe

The ligatures "æ" and "œ" are not commonly used in business spellings. Not only is it difficult to write them on the typewriter, but the dictionaries now very generally drop the silent letter.

Examples:

| | | |
|---|---|---|
| manenver | rather than | manœuvre |
| eneyclopedia | rather than | eneyclopædia |

In some words, especially in trade names, both letters are retained but the ligature is dismissed.

Examples: Aetna subpoena aesthetic

. Double and Single Consonants

a. Monosyllables and words accented on the last syllable when ending with a single consonant preceded by a single vowel, double the consonant before a suffix beginning with a vowel.

Examples: bag baggage; occur occurred; wit witty;

Exceptions: gas gaseous; transfer transferable;

but: transferring transferred.

b. *Final consonants when preceded by two vowels are not doubled in adding a suffix beginning with a vowel.*

Examples:

| | | | |
|---|---|---|---|
| beat | beaten | congeal | congealing |

c. *Final consonants are not doubled when the accent is not on the last syllable or when the accent is thrown forward in the case of a derivative.*

| | | | |
|---|---|---|---|
| Examples: | benefit | benefiting | benefited |
| | worship | worshiping | worshiped |

d. *Words ending with l keep that letter before a suffix beginning with l.*

Examples: accidentally legally really cooly

e. *Prefixes and suffixes ending in ll generally drop one l in combination.*

Examples: although already always helpful

f. *Words ending in n keep that letter before the suffix "ness."*

Examples: greenness keenness plainness

g. *Words ending in a double consonant usually retain both consonants on adding suffixes.*

Examples: assess assessment shrill shrilly

8. Words ending in "e"

a. *Words ending in silent "e" usually omit the e before su fixes beginning with a vowel.*

Examples: arguing living pleasing arrival notab salable

b. When words end in soft "ce" or "ge," keep the e befo able and ous.

Examples: advantageous pronounceable chargeab traceable (but, tracing)

c. *Keep final "e" in the present participle of singe, tinge, dy*

Examples: tingeing singeing dyeing

d. *When words end in "oe" keep the e before a suffix begi ning with any vowel except "e."*

Examples: hoeing toeing

e. *When words end in silent "e," keep the "e" before the suff beginning with a consonant.*

Examples: baleful lonely movement

Exceptions: argument truly judgment

f. *Verbs ending in "ie" change the termination to "y" befo adding "ing."*

Examples: die dying (but, died) lie lying (but, lie

9. Words ending in "y"

a. *Words ending in "y" preceded by a consonant change "y" "i" before a suffix, unless the suffix begins with "i"*

Examples: busy busier business; mercy mercif merciless

But: carry carrying; study studying

b. *Words ending in "y" preceded by a vowel generally keep t "y" before a suffix.*

Examples: buyer buying; Exception: paid laid

c. *Monosyllabic adjectives usually keep "y" when adding suffix.*

Examples: dry dryly

10. Ei and Ie

Follow the well-known rhyme in spelling words with ie and e

I before E
Except after C
Or when sounded as A
As in neighbor and weigh

a. *"ei" used after "c"*

Examples: receive, perceive, conceive
ceiling, receipt, deceit

b. *"ie" used after all letters but "c"*

Examples: achieve chief fiend relieve niece
frontier shriek yield

c. *"ei" sounded as "a"*

Examples: feign reign neighbor their
Exceptions: counterfeit height foreign

1. Words ending in "ise" and "ize"

Most words ending in this sound take "ize." Some may be spelled either "ize" or "ise."

The following spellings are those given in Webster's Dictionary:

| | | | |
|---|---|---|---|
| advertise | compromise | colonize | exercise |
| apologize | despise | modernize | supervise |
| naturalize | sympathize | patronize | visualize |

2. Words Often Misspelled

a. *Showing proper divisions*

| | | | |
|---|---|---|---|
| a bridg ment | as cend ant | a cad e my | aux il ia ry |
| ath let ic | ac ci den tal ly | all right | an es thet ic |
| ar chae ol o gy | cli en tele | ex hil a rate | ir i des cent |
| fore tell | li bra ry | lik a ble | pneu mo ni a |
| oc cur rence | sim i lar | par al lel | u nan i mous |

b. Words ending in "ible"

| | |
|---|---|
| accessible | incredible |
| edible | plausible |
| forcible | reversible |
| horrible | inaudible |
| imperceptible | tangible |

c. *Miscellaneous—Words commonly misspelled*

| | | |
|---|---|---|
| absolutely | cancellation | duly |
| acceptable | catalog | enclosed |
| acknowledging | committee | endeavor |
| acknowledgment | communication | especially |
| acquaintance | conscience | exceedingly |
| affectionately | convenience | extremely |
| appreciation | convenient | immediately |
| approximately | correspondence | inconvenienced |
| arrangement | disappointed | judgment |
| ascertain | doesn't | necessary |

c. *Miscellaneous—Words commonly misspelled*—Continued

| | | |
|---|---|---|
| occurred | receipt | separate |
| opportunity | recommendation | sincerely |
| planning | referred | thorough |
| possibility | referring | undoubtedly |
| principles | remittance | unnecessary |
| prior | requirements | warrant |
| psychology | schedule | |

## F. Syllabication

Pronunciation governs the division of words. A safe ru to follow on syllabication is to sound the word and divid between the syllables. If in doubt, consult the dictionary.

1. According to Pronunciation

The following words illustrate the method of divisio between syllables:

Examples: mon- eyed instead of money- ed
prob- ably " " pro- bably

Dictionaries sometimes differ

| One gives: | Another: |
|---|---|
| assist- ance | assis- tance |
| preced- ence | prece- dence |

British and American usage differ

| American: | British: |
|---|---|
| bystand- er | bystan- der |
| prefer- ence | prefe- rence |
| partic- ular | parti- cular |

2. Between Doubled Letters

Words are usually divided between doubled consonants.

Examples: neces- sary
pos- sible, not poss- ible

When the final letter is doubled because of an added -ing, -e -er, -est, etc., the division is between the doubled letters, to pr serve the original word.

Examples: stop- ping pit- ted thin- nest

But if the word itself ends in a doubled letter, the origin form is preserved.

Examples: pull- ing full- er

3. One-syllable Words

One-syllable words cannot, of course, be divided.

Examples: height strength friend
width through scheme

Note that many words remain but one syllable after taking -e

Examples: marred shipped flagged
grabbed billed trumped

4. Contractions

Do not divide contractions.

Examples: haven't wasn't shouldn't

5. Hyphenated Words

Divide hyphenated words only at the hyphens.

| Examples: | . . . in the above-mentioned book. | Not . . . in the above-mentioned book. |
|---|---|---|

6. One or Two Letters

Do not divide on a single letter; and in most instances, do not divide on two letters. Two-letter prefixes are sometimes divided, but usually not two-letter endings.

| Examples: | ex- | ly- | ty- |
|---|---|---|---|
| | im- | re- | ed- |

7. Proper Names

Although proper names are divided in printing, they should not be divided in typewriting.

| Write: | Not: |
|---|---|
| ..... Theodore Wilson. | .....Theodore Wilson. |
| ..... Billings, Montana. | .....Billings, Montana. |
| ..... R. B. Hill, President | .....R. B. Hill, President |

8. Initials

Initials should not be separated from each other, and preferably not from the surname.

Degree or other letters after a name should not be separated from each other, and preferably not from the surname; yet if they are long, there is often no other choice than to separate them from the name.

"Mr.", "Sr.", and "Esq." should preferably not be separated from surnames.

| Write: | Not: |
|---|---|
| ..... Superintendent J. B. Martin. | .....Superintendent J. B. Martin. |
| .....Baldwin M. Blaine, Ph.D., LL.D. | ...Baldwin M. Blaine, Ph. D., LL.D. |
| ..... for Mr. Leland. | .....for Mr. Leland. |

9. Figures and Dates

Never divide figures or abbreviations, nor separate signs letters, or short abbreviations from that to which they apply (Publications sometimes make such divisions to obtain balanced lines.)

| Write: | Not: |
|---|---|
| ..... $500,126 | ..... $500, 126. |
| ..... 4:20 p. m. | ..... 4:2( p. m. |
| .....500 lbs. | ..... 50( lbs. |

Divide dates between the day and the year, not between th month and the day.

| Write: | Not: |
|---|---|
| ..... February 14, 1937. | .....Februar 14, 1937. |

10. End Words

Do not divide the last word in a paragraph. To do so leave but a portion of a word for the last line, which is not an effectiv ending.

Do not divide the last word on a page and carry a portio over to the next page. This is sometimes done in printing t fill out lines but in typewriting it is unnecessary and should no be practiced.

11. Consecutive Divided Endings

Do not allow more than two consecutive lines to end in wor divisions. Divided words are hard to follow and too man divided words on a page produce a choppy effect.

12. Helpful Rules on Syllabication

a. *Consonants* should generally be joined to the vowels o diphthongs which they modify in utterance, as—An-an-ag o-ras, ap-os-tol'-i-cal.

b. *Two vowels*, coming together, if they do not make a dipl thong, must be parted in dividing the syllables, as: A-cha'-i-; A-o'-ni-an, a-e'-ri-al.

c. Derivative and grammatical *terminations* should generall be separated from the radical words to which they hav been added, as: harm-less, great-ly, connect-ed. Count-( and coun-ter are different words.

d. *Prefixes*, in general, form separate syllables, as: mis-plac out-ride, up-lift; but if their own primitive meaning be di regarded, the case may be otherwise. Thus, re-create, an rec-reate, re-formation and ref-ormation, are words ( different import.

e. *Compounds*, when divided, should be divided into th simple words which compose them, as: boat-swain, foot-hol never-the-less.

# PART II

# CORRESPONDENCE

# PART II

# CORRESPONDENCE

## A. General Policies and Procedures

The success or failure of a State Department depends upon the extent to which the members of the Department possess a correct philosophy of public service. The contact of a State Department with the people is mainly through correspondence, and therefore it is of the utmost importance that every letter should be fully responsive to the original communication and courteous and kindly in tone.

Poor English, incorrect spelling, or indifferent arrangement of subject material reduces the effectiveness of a communication. Letters should be attractive in appearance, clean, framed in a white margin, and planned consistently.

### 1. Responsibility for Content and Format

The dictator is responsible for the contents of the letter. The stenographer is responsible for an accurate transcription of the dictation, and for the form and general appearance of the letter.

Neither stenographers nor other members of the Department are expected to be perfect spellers, but they are expected to consult the dictionary when in doubt.

### 2. Communications to be Answered within Time Limit

All communications are to be answered within forty-eight hours after they have been received in the Department. If it is not possible to assemble the information requested in a letter within this time limit, the letter should be acknowledged and answered fully as soon thereafter as possible.

### 3. Telegrams

A telegram, day or night letter, received in an office during the absence of the addressee should be opened by the person then in charge of the office. The message is urgent or it would not have been sent in the form of a telegram.

### 4. The Mechanics of Correspondence

Since the work of the Department of Public Instruction is of a highly professional character, closely related to the schools, communications originating in the Department will be expected to approach perfection in content and form. The following standards will contribute to the quality of the finished product.

a. *Mechanics of Dictating*

Correspondence should be reviewed by Staff Members before stenographers are called for dictation. This insures well planned replies, uninterrupted train of thought during dictation, and conservation of time of the office force.

Generally, the letter to be answered should be turned over to the stenographer when the reply is dictated.

b. *Mechanics of Typing*

The first impression gained by its recipient, and the final process in the preparation of a letter or memorandum are the responsibilities of the typist. It follows that the typewriters and other essential tools used in the preparation of such communications should be in proper state of cleanliness and repair.

c. *Mechanics of Filing*

Only such letters and other communications from the field as have been answered and fully completed should be transferred to the central files. In order that this policy may be carried out, each communication sent to central files should be initialed in the upper right hand corner of the first page by the staff member who is responsible for the transaction or to whom the communication has been referred.

Where a large volume of correspondence is handled daily letters might inadvertently be sent to the files room before they have received attention. Therefore, staff members will initial as indicated above to indicate authority for filing.

d. *Care of Typewriters*

Stenographers and typists should use the type brush or cleaner each morning as their first duty. During the day the type must be cleaned as often as necessary. The carriage bar should be kept free from dirt and, when necessary, several drops of oil should be applied to it, since piling and poor alignment of type will follow closely on sticky carriage bars.

e. *Erasures*

Much of the dirt which accumulates on typewriters can be avoided if operators will move the carriage, when erasing so that the dirt will not fall into the mechanical parts of the machine.

Unless an erasure has been made thoroughly and carefully the appearance of the strike-over discounts the mechanical effort given to the whole letter. Strike-overs and partially erased letters followed by strike-overs are indications of careless work. All erasures should be made on carbon copies in the same neat manner.

f. *Ribbon Adjustment*

Standard typewriters have mechanical adjustments for red and black ribbons. The work of our Department does not ordinarily require use of the red ribbon. Certain standard typewriters will operate more efficiently from the black or normal ribbon adjustment. Ribbons should, therefore, be turned in order to secure maximum wear.

g. *Cover Typewriters When Not in Use*

It is imperative that typewriters be covered each night before the operators leave the office.

## B. Internal Correspondence—Memorandums

1. Standard Form of Memorandum

All communications within the Department are to be typed on the standard form of memorandum. Memorandum forms may be procured from the storeroom in two sizes, nine inches by seven inches and eight inches by ten and one-half inches. Ordinarily, departmental memorandums should be single spaced with double spacing between paragraphs. The block form of address is preferred with open punctuation. Paragraphs should be indented ten spaces. (See Models I and II)

MODEL I

COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

March 8, 1938

SUBJECT: Approval of Out-of-State Travel - Doctor Morneweck

TO: Doctor Davis
Copy to Mr. Hartman

FROM: Lester K. Ade

The Governor has approved our request for permission for Doctor Morneweck to spend February 26 to March 2, 1938, inclusive, in Atlantic City, New Jersey, in order to attend the sessions of the American Research Association held in connection with the meeting of the NEA.

I am sending you the Governor's approval which should be attached to Doctor Morneweck's expense account when it is submitted.

A st

MODEL II

COMMONWEALTH OF PENNSYLVANI
HARRISBURG

February 21, 1938

SUBJECT: Office Hours and Procedure of Reporting Absences

TO: All Members of the Department

FROM: Lester K. Ade
Superintendent of Public Instruction

Until further notice, all offices of the Department are to be open from 8:30 a.m. to 5:00 p.m., Eastern Standard Time, with skeleton forces on duty Saturday morning.

Any member of the Department finding it impossible to be in the office on account of sudden illness or other reasons should so inform the responsible official of the Bureau or Division in which employed, by telephone or otherwise, not later than 8:45 a.m. when the absence occurs in the morning, or 1:15 p.m. when it occurs in the afternoon, and advise of the probable duration of the absence.

The responsibility for seeing that all absences are reported immediately on the regular absence-from-office cards is specifically assigned to the stenographer of each Bureau Head. A salmon colored card is to be filed for every absence of one-half day or more on account of sickness, vacation or absence other than travel. These cards should be filed in the office of the Executive Assistant immediately when absence due to sickness occurs. Absence-from-office cards for vacation purposes should be filed in advance. When an employe returns from absence on account of sickness, vacation or absence other than for travel a copy of the regular application for leave of absence form should be filed through the same channels.

When a member of the Department is absent from the office on official business the white absence-from-office card should be filed. Where possible this card should be filed not later than Friday noon preceding the week of absence. A supplemental card showing other absence, not anticipated, is to be filed not later than the night previous to such absence. Heads of Bureaus will be held responsible for the filing of cards indicating travel on State business. Therefore, Staff members should present their cards to the Head of their Bureau on Friday of each week covering proposed travel during the following week.

Briefly, absence-from-office cards covering trips to the field should be filed in advance; absence-from-office cards for vacation should be filed in advance, and absence-from-office cards for sickness or other absence not anticipated should be filed by the stenographers to Heads of Bureaus as soon as possible after the absence is noted.

A rm

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG

MODEL III

February 8, 1938

Mr. I. D. App
Superintendent, Dauphin County Schools
Harrisburg, Pennsylvania

Dear Mr. App:

The Sabbatical Leave Law, Act No. 481, approved July 1, 1937, provides for sabbatical leave for teachers. The provisions of the Act became effective on September 1, 1937. It is to be noted that this law does not carry with it blanket authorization for the granting of a leave of absence to all teachers but restricts eligibility to those who have taught in the public schools of this Commonwealth for ten years or more. Those who have taught for a period of at least ten years are entitled to receive their first sabbatical leave. The period of the leave of absence may be either one semester or one full school year at the option of the teacher.

During the period of leave, the board may employ a substitute teacher to fill the position. This teacher does not have the benefits of the Tenure Law.

The teacher on leave will receive the difference between the salary paid to the substitute teacher and her own regular salary, less the amount deducted as contribution to the Retirement Fund in case the teacher elects to continue her retirement contributions. The law restricts the total amount receivable by any teacher on leave, however, to a maximum of sixteen hundred dollars.

Sincerely yours

Clarence E. Ackley
Chief, Division of School Law

2. Subject Matter to be Arranged Neatly

The arrangement of the typed material on memorandu forms is just as important as it is on letters which are to l mailed. Stenographers should endeavor to center the type material as neatly as possible. Use one and one-quarter inc standard margins. The right hand margin should be almost a clearly cut as the left hand margin, but unnecessary division c words to accomplish this end is to be avoided. Allow a one-inc margin at the bottom of the page.

3. Memorandum to Indicate Subject Matter

It is desirable that the subject of each communication b typed in the proper place on the form. The central filing syste of the Department has been developed to the end that all ma terial pertaining to a particular school district shall find its wa into one folder in the central files room. When the subject clearly indicated, there is little chance for errors in filin Carbon copies of letters and memorandums should be sent to th central files room for proper filing.

4. Date to be Placed Properly

The date of the communication should be inserted to th right of the subject in such manner that the right hand margi of the body of the memorandum and the date are even.

5. Initials to Identify Responsible Staff Member and Steno rapher

The initials of the dictator and stenographer should be type in the left hand corner.

6. Two-Page Memorandums

The larger form of memorandum should be used where nece sary to avoid two-page memorandums on the smaller form When two-page memorandums cannot be avoided, use the sam form of memorandum for the second page. Type the subject, th names of the addressee and sender, and the date, in the sam position as they appear on the first page. The page numbe should be typed in the center, one inch from the top of the pag

7. Carbon Copies for Other Members of the Department

When a carbon copy of a memorandum is to be sent to one c more members of the Department, the information should b typed in the space between the address of the person who is t receive the original copy and the name of the originator of th memorandum, indented four spaces, thus:

SUBJECT: Out-of-State Travel
TO: Dr. P. L. Cressman
Copy to Doctor Ackley √
Copy to Mr. Hartman
FROM: Lester K. Ade

On the carbon copy a check mark (√) should be placed after the name of the person who is to receive it, as indicated in the above illustration.

## C. External Correspondence—Letters

### Form

Use the standard form of letterhead. (See Model III)

### Date

The date should be typed centrally, two spaces under the Commonwealth heading:

Example:

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
March 8, 1938

### Style of Letters

The block form, with indentations for paragraphs, has been adopted, with open punctuation.

### Heading

Dr. Samuel Fausold
President, State Teachers College
Indiana, Pennsylvania

### Salutation

The salutation adopted is: My Dear Doctor Fausold:

### Body of Letter

Single spacing has been adopted, with double spacing between paragraphs.

### Complimentary Closing

The conclusion should be typed slightly to the right of the center of the page. The form "Sincerely yours" without a comma is the standard form of conclusion.

### Signature

The name of the Staff Member who will sign the letter should be typed four spaces below the complimentary conclusion and above his title:

Sincerely yours

Donald P. Davis
Director, Administration and Finance

9. Initials

The initials of the dictator and stenographer should be typ in the left hand corner:
D mb

10. Enlosures

Write "Enc." below these initials. The number of enclosu may be indicated as "Enc. 3" to guard against the omission one, especially if a third person is to mail the letter, and to a the receiver in checking the enclosures.

11. Form for Second Page

When two-page letters are written, use plain bond paper the exact size and quality of the letterhead for the second pa Type the name of the addressee on the left hand side, appro imately one and one-quarter inch from the top of the page, ty the page number (-2-) in the center of the page, and the da on the right hand side of the page, as follows:

Dr. P. L. Cressman - 2 - March 8, 19

Good form would dictate that not less than a paragraph addition to the complimentary close should be carried over the second page.

## D. Forms of Address

1. General Rules

a. *Care of*

Do not use "In care of" before a company's name if t person addressed is employed by or is a member of the co pany named. If he is not connected with the company, u "In care of." Or if a letter is being sent in care of a thi person, use "In care of" (usually expressed by "c/o" on t typewriter).

b. *Personal or Confidential*

Write "Personal" or "Confidential" (whichever has be dictated) about three spaces above the address on the lett It is not necessary to set it in caps; but it may be underlin for distinction. "Confidential" should not be used on t envelope; it applies only to the contents of the letter, a is not considered a part of the address. Use "Personal" the envelope if "Confidential" is used on the letter.

c. *Messrs.*

"Messrs." is used before the names of two or more m associated in business, when their association is more of personal combination or partnership than a company.

"Messrs." is usually used before the names of firms of attorneys.

It is not used before company or corporate names.

Lord & Lyons (a company)
Jackson Bros., Inc. (a corporation)

Two men of the same name may be addressed as

Messrs. Hale (formal)
or
The Mr. Hales (informal)

Never use "Messrs:" alone as a salutation; use "Gentlemen:"

d. *Esquire*

This title is especially given to lawyers and justices of the peace.

K. V. T. Stuard, Esq., President
J. Leslie Snowden, Jr., Esq.

If "Dr.", "Mr.", or a similar title is used before a name, "Esq." is of course not used after it.

e. *Junior and Senior*

As a matter of courtesy to the bearer of the name, capitalize the abbreviation for "Junior" or "Senior" when it is part of a personal name. A comma may or may not be used to separate "Jr." or "Sr." from the name. The separating comma is very commonly used, however, to conform to the general method of making additions after names.

Mr. Lewis Hamilton, Jr.
or
Mr. Lewis Hamilton Jr.

"Jr." or "Sr." may be used in combination with any title. Example:

Mr. Max Hildreth, Jr., President
Paul Thomas, Jr., M.D.

The possessive is formed as follows:

John B. Blaine, Jr's office (preferable to Jr.'s)

The plural is:

The John B. Blaine, Jrs. (informal)
The John B. Blaines, Jr. (formal)

"Sr." is not usually used unless the two identical nam are closely associated. "Jr." and "Sr." are usually droppe after the death of father or son, although in some instanc they are retained for identification.

f. *Personal Names*

A personal name should be written exactly as the bear writes it. If he uses initials, or abbreviates his first nam it is permissible to follow that form. The common abbrevi tions are:

| | | | | | |
|---|---|---|---|---|---|
| Benj. | Benjamin | Geo. | George | Sam'l | Samuel |
| Chas. | Charles | Jas. | James | Thos. | Thomas |
| Dan'l | Daniel | Jno. | John | Wm. | William |
| Edw. | Edward | Robt. | Robert | | |

Check surnames to make sure that they are spelled exact as the bearers spell them. There is nothing a person is particular about as his own name. Many common nam are spelled in different ways, as

| | | | |
|---|---|---|---|
| Dickson | Dixon | Stewart | Stuart |
| Frederick | Fredericks | Stevens | Stephens |
| Louis | Lewis | Thompson | Thomson |

g. *Company Names*

Write a company's name exactly as it appears on th company's letterhead; or in the absence of a letterhead the company writes its name in an advertisement; or as t name is listed in the telephone book.

Do not abbreviate or hyphenate a company name, or u "&" in it, unless the company itself does so. If a compa name has "The" before it, use "The" in the address.

If there is a slight discrepancy between the way a co pany name is signed and the way it appears on the lett head, take the letterhead as a guide—it should be authenti

Note whether or not an organization is a "company" or "corporation." A "Corporation" usually dislikes bei called a "company" and vice versa. Many large concer are companies, as

Standard Oil Company

Sometimes there are both a company and a corporation the same name, as

Bethlehem Steel Company and Bethleh Steel Corporation

Check to make sure that each name is right, not almost right. There are various ways to confuse names.

| | | |
|---|---|---|
| The Johns Hopkins University | | |
| | NOT | *John* Hopkins University |
| | NOR | *John's* Hopkins Univ. |
| Hamburg-American Line | NOT | Hamburg-*America line* |
| Holland-Ameriea Line | | Holland-*American* Line |
| American Telephone and Telegraph Company | | American *Telegraph* and *Telephone* Company |
| Johns-Manville Corporation | | John Mansville Corp. |

h. *Divisions and Departments*

When addressing a division or department of a company or an organization, put the company's or organization's name first, because it is more important than the division's or department's, and because this form will be useful later for reference and filing.

The name of a division or department may also be written in the "Attention" line.

| | |
|---|---|
| Hanover & Son, Inc. | or Hanover & Sons, Inc. |
| Accounting Department | 250 Park Avenue |
| 250 Park Avenue | New York City |
| New York City | *Attention Accounting Dept.* |

On the envelope the name of the division or department should be placed in the "Attention" space in the lower left corner.

i. *Personal Names With Company Names*

If a letter is intended for the consideration of but one person, the personal name may be placed above the company name. This placement signifies that the letter is of a semi-personal nature.

But if the letter pertains to company business and should be opened and handled in the absence of the person addressed, the personal name should be written below the address, in the "Attention" line.

Do not neglect to write the company name when addressing a person connected with a company. The company's name may seem superfluous in the address, but it is of value for later reference, and it is of definite value on the envelope in assisting the postman to locate the person if the address has been changed or is wrong.

| | | | |
|---|---|---|---|
| Write: | Mr. Thornton J. Mills<br>Harrison Wells Company<br>502 Central Parkway<br>Cincinnati, Ohio | Not: | Mr. Thornton J. Mills<br>502 Central Parkway<br>Cincinnati, Ohio |

j. *Personal Names Used as Company Names*

It is unnecessary to use "Mr." or "Messrs." before personal names used as company names (unless the concerns are law firms or similar organizations—for which see "Messrs." above)

The salutation should be "Gentlemen":

| | |
|---|---|
| Lord & Lyons | John Harper |
| Post and Powell Sts. | 44 East 40th St., |
| San Francisco, Calif. | New York City |
| Gentlemen: | Gentlemen: |

k. *Madam or Madame*

"Madame" is the original French form and is used only in connection with foreign names. The abbreviation is "Mme" (with no period).

The English form, "Madam," should be used only in salutations on impersonal or routine letters.

l. *Mesdames*

Is used before the names of two or more married women (or one married and one unmarried) associated in business. The abbreviation is "Mmes" (with no period).

Mesdames Meade and Hammond or Mrs. Meade and Mrs. Hammond

Two married women of the same name may be addressed as

Mesdames Stevens (formal) or The Mrs. Stevenses (informal)

m. *Misses*

"Misses" may be used before the names of unmarried women associated in business.

Misses Hazelton and Mills or

Miss Hazelton and Miss Mills

Two unmarried women of the same name may be addressed as

The Misses Taylor (formal) or

The Miss Taylors (informal)

n. *Business Titles in Addresses*

The modern tendency is to omit business titles in addresses, unless the title is needed for identification, or unless the letter is of a legal nature and it is desired to address the person in his official capacity.

A business title, if used, may be written on the line with the personal name, or on the line with the company name, or on a line by itself, whichever arrangement gives the best balance.

Mr. J. G. Barnes, President
Merchants Association of Brentwood

Mr. Hamilton W. Pennington, Jr.
Secretary, Maitland Bros., Inc.

Mr. Nathaniel W. Burke
Vice President and General Manager
The Stone and Marshall Company
410 S. Michigan Ave.,
Chicago, Illinois

(The last example is one of the reasons why titles are being discontinued. They can make addresses needlessly heavy and long.)

A business title may be used after a name even though a professional title or "Mr." has been used before it.

Example:

Prof. Blake Taylor, Treasurer

Dr. Emerson F. Lowell, President

Capt. J. O. Helm, Chairman

The Rev. David Blythe, Secretary

o. *Titles Unhyphened*

Titles are no longer hyphened unless they represent two titles.

Examples:

| | |
|---|---|
| Vice President | Editor in Chief |
| Lieutenant Governor | Major General |

BUT: Secretary-Treasurer (two titles)

p. *Abbreviating Titles*

A title may be abbreviated if it stands before a full name, that is, a name containing a Christian name or initials; but if a title stands immediately before a last name it is not abbreviated.

Examples:

| | | |
|---|---|---|
| Prof. John C. Reade | but: | Professor Reade |
| Lieut. William Rogers | | Lieutenant Rogers |

Hence in salutations titles are usually written out, as

My dear Professor Reade: My dear Lieutenant Rogers:

q. *Doctor*

Other titles may be used in connection with "Dr.", except "M.D." or other degree letters that mean "Doctor."

Examples:

Dr. J. Mason Blake
Superintendent of Education

Dr. James C. Hartwell

President, Southwestern Institution
Dr. Stephen E. Lee
Professor of Economics
Dr. Joseph B. Blair, Chairman

In the salutation, "Doctor" is written out, to conform to the rule of writing out titles before surnames, as

My dear Doctor Blake:

Dr. and Mrs. L. V. Merriville

My dear Doctor and Mrs. Merriville:

If the addressee is the holder of a doctor's degree, and is referred to in the address by a title other than "Doctor", he may be referred to as "Doctor" in the salutation, as

Address: President Lawrence Merrill

Salutation: My dear Doctor Merrill:

Do not use "Doctor" without a surname in the salutation, unless it is in personal correspondence, as

Personal: My dear Doctor: or Dear Doctor:

If a married woman is a doctor, her title is sometimes—in social correspondence—abandoned in addressing her and her husband, as

Mr. and Mrs. James O. Madison

But in professional writings, a woman doctor is accorded her title and separate name. (Many professional women retain their maiden names.) as

Dr. Mary C. Hartwell, and
Mr. James O. Madison

My dear Doctor Hartwell and Mr. Madison:

Or if both are doctors, and she uses her maiden name:

Dr. Mary H. Madison, and
Dr. James O. Madison or The Doctors Madison

My dear Doctors Madison:

Many doctors of medicine prefer the degree letters "M.D." after the name to the title of "Dr." before it, because of the large number of persons now using the title "Dr." as

Mary C. Hartwell, M.D. James O. Madison, M.D.

When two doctors are being addressed, the word "Doctors" or the abbreviation "Drs." may be used, as

Doctors Blake and Mason (before surnames)

Drs. S. G. Blake and V. M. Mason (before initials or Christian names)

Two doctors of the same name may be addressed as

The Doctors Madison (formal) or
The Doctor Madisons (informal)

r. *Degree Letters*

Letters signifying college degrees or honorary degrees are used chiefly in published works and in formal writings, where it seems desirable to apprise the reader of a person's academic standing. Degree letters (with the exception of "M.D." and "D.D.") are not commonly used in addresses on business letters and envelopes.

If degree letters are used in the address, neither "Mr." nor "Dr." should precede the name, as

James Blake, M.D. Daniel B. Stephens, Litt.D.
President of—— Editor of——

Ellen M. Lowden, Ph.D.
Dean of the College of Fine Arts

A title (other than "Dr.") is sometimes used before a name when degree letters follow it—in writings other than addresses, as

Professor Jason Stanfield, Ph.D.
President Edward L. Masters, LL.D.
The Reverend David A. Merrill, S.T.D.
Rev. S. John Wayne, D.D.

(Note that "Reverend" does not necessarily signify "D.D.")

Dean Hugh C. Reade, A.M., Ph.D.
Captain Leland F. Scott, M.A.
Miss Jessiva Harland, Litt.D.
Sir Sidney Graystone, LL.D., D.Litt.

Occasionally "Dr." is used before a name with the explanatory degree letters shown in parentheses after the name, as

Dr. Paul T. Nelson (Ed.D.)

Degree letters are arranged after a name so that the most important degree is given last, or so that the degree most important to the text is mentioned last, as

Keith M. Taylor, B.S., A.M., LL.D.
Leslie A. Ryan, Ph.D., M.D., Medical Director
John F. Franklin, Ph.D., Litt.D., Editor
James E. Russell, M.D., Dr.P.H., Instructor in Hygiene

s. *Professor.*

The title "Professor" should be used only for instruction of the highest rank, or persons upon whom the title has been conferred by academic authority. It should not be used indiscriminately for all teachers. Since the title "Professor" signifies rank, it is usually preferred to "Doctor" by those who also hold doctors' degrees.

"Professor" should be written in full if used alone with a surname; but it may be abbreviated if used before a Christian name or initial. Accordingly, it is usually abbreviated in an address, but written in full in the salutation, as

Prof. Samuel J. Linden  My dear Professor Linden:

"Professor" is not generally used without a surname in the salutation, unless it is in personal correspondence.

Personal: My dear Professor: or Dear Professor:

In an address to a professor and his wife, "Professor" is commonly written in full, but it may be abbreviated if the name is long, as

Professor and Mrs. E. B. Masters
Prof. and Mrs. Alexander B. Hawthorne

If the wife is the professor, her title is abandoned in the combination of names, as

Mr. and Mrs. R. B. McGregor

But if the names are used to represent official capacities, they may be separated, as

Dr. E. B. Trainor, President, and
Prof. Caroline V. Trainor, Secretary
The Wilkes School of Fine Arts
My dear Doctor and Professor Trainor:

When addressing two professors, write "Professors" in full, not "Profs." as

Professors S. J. Linden and E. B. Trainor

Two professors of the same name may be addressed as
The Professors Linden (formal)
The Professor Lindens (informal)

t. *Reverend*

In all formal writings, "The" should always precede "Reverend;" but the long "The Reverend" is usually abbreviated to "The Rev." or just "Rev." in addresses on business letters and envelopes, in advertisements, and in church notices.

The "Reverend" should not be used with a surname only, as "The Reverend Clarkson." "The Reverend" is a title of respect, not one of rank or office. To say "The Reverend Clarkson" is like saying "The Respected Clarkson," which of course immediately suggests a correction to "The Respected Mr. Clarkson" or "The Respected Benjamin C. Clarkson." Hence there must always be an intervening Christian name or initial, or a title such as "Doctor," "Mr.", "Professor," etc., between "The Reverend" and the surname

"The Reverend" does not necessarily signify "Doctor of Divinity" (D.D.). "Doctor of Divinity" is an honorary degree conferred upon clergymen. Hence "The Reverend" is often used in connection with "D.D.", or other degree letters signifying "Doctor."

A clergyman is addressed as "Mr." in conversation unless he has a doctor's degree, then he is addressed as "Doctor."

u. *Not in Salutations*

"Reverend" should not be used in a salutation before a surname. Use "Mr.", "Doctor," or another appropriate title.

v. *To a Clergyman and His Wife*

When a clergyman and his wife are being addressed, "The Reverend" is usually abbreviated to shorten the address, since the full name must be used, not the last name alone, as

The Rev. and Mrs. Benjamin C. Clarkson
(NOT: Rev. and Mrs. Clarkson)

If the full name is not known, the address may be:

The Reverend Mr. Clarkson and Mrs. Clarkson

w. *Honorable*

There is a tradition that "Honorable" should not be used without "The" before it; but "The Honorable" is now very generally abbreviated to "Hon." in all addresses to government officials.

x. *Use of "Honorable"*

Regarding the use of "The Honorable" or "Hon." remember that

In the United States it is a title of respect accorded to government officials, and that any official of the government, from the highest to the lowest, may be addressed as "Honorable."

"Most Honorable" and "Right Honorable" are used in Great Britain.

v. *Not With Surname Only*

"The Honorable" should never be used before a surname only, as "The Honorable Gray." "The Honorable" is a title of respect, not one of rank or office. To say "The Honorable Gray" is like saying "The Respected Gray," which of course immediately suggests a correction to "The Respected Mr. Gray" or "The Respected Frank J. Gray." Hence there must always be an intervening Christian name or initial, or a title

such as "Doctor", "Mr.", "Colonel", etc., between "The Honorable" and the surname, as

The Honorable Mr. Fulton
The Honorable George Fulton
The Honorable Colonel Houston
The Honorable Doctor Star

z. *Alike for Men and Women*

"The Honorable" or "Hon." may be used alike for men and women; and no other title is necessary with the full name, as

Hon. Josephine Lande  Hon. Douglas Mills

Rather than: Hon. Mrs. Josephine Lande Hon. Mr. Douglas Mills

But if the first name or initial is not known, another title must be used with "The Honorable" as

The Honorable Mrs. Lande
The Honorable Miss Mertz
The Honorable Professor Bent
The Honorable Mr. Mills

aa. *Never in Salutations*

"Honorable" is never used in a salutation. "Mr." or a similar title may be used; or the title of the office may be employed.

My dear Mr. Fulton:  My dear Governor Clatton:
My dear Mrs. Lande:  My dear Mr. Secretary:

bb. *To an Official and His Wife*

When an official and his wife are being addressed, the full name should be given, not the last name alone.

If the full name is not known, the address may be:

The Honorable Mr. Flagg and Mrs. Flagg

If the wife is "The Honorable," her title may be abandoned in the combination of names.

Mr. and Mrs. J. Evan Downing

cc. *In Texts*

"The" is not capitalized when the title occurs in the body of a letter or in a text, but "Honorable" is always capitalized

. . . given by the Honorable Theodore Adams

dd. *Use of Personal Name*

In ordinary correspondence with government officers, titles of offices rather than personal names should be used, as

The Commissioner of Patents  The Attorney General
The Register of Copyrights  The American Consul

In special correspondence, the personal name may be used in the address.

ee. *Names of Government Officials*

Names of the United States Government officials may be found in the Congressional Directory in any public library; or in the Current World Almanac.

Names of State officials may be found in the State directory or roster in the public libraries in each state. The names of the governors of the different states are given in the current World Almanac.

Names of city officials may be obtained from the city hall, or from the public library, in each city.

ff. *Addressing "The Office of"*

In seeking general information from any office, it is well to address simply "The Office of . . . ," as

The Office of the Secretary of State

The Office of the Attorney General

The salutation to an office is "Gentlemen:"

gg. *Women Officials*

Women holding official positions are accorded the same titles and forms of address as men. "Madam" is substituted for "Mr." in the diplomatic salutation, as "My dear Madam Secretary:", "My dear Madam Mayor:" etc. (alike for "Miss," and "Mrs.").

hh. *Retired Officials*

When an official returns to private life, his title is no longer applicable. Even presidents become "Mr." again.

Retired military and naval officers, however, retain their titles.

ii. *Wives of Officials*

In American usage, wives do not share their husbands' titles. Their title is always "Mrs."

The President and Mrs. Hoover

Governor and Mrs. John Kellogg or

The Governor and Mrs. Kellogg

The Hon. and Mrs. Stephen Scott

jj. *Official Complimentary Closings*

The ordinary complimentary closings may be used in all forms of official correspondence. Common official closings are:

| | |
|---|---|
| Sincerely yours | Respectfully |
| Very truly yours | Very respectfully |
| Yours very truly | Respectfully yours |
| Very sincerely yours | Faithfully yours |

## 2. Model Forms

### a. *Federal Officers*

| *Address* | *Salutation* | *Complimentary Close* |
|---|---|---|
| PRESIDENT | | |
| Honorable Franklin D. Roosevelt<br>President of the United States<br>Washington, D. C. | My dear Mr. President: or<br>My dear President Roosevelt: | Respectfully yours |
| VICE PRESIDENT | | |
| Honorable John Nance Garner<br>Vice President of the United States<br>Washington, D. C. | My dear Mr. Vice President: or<br>My dear Mr. Garner: | Respectfully yours |
| CABINET MEMBER | | |
| Honorable Cordell Hull<br>Secretary of State<br>Washington, D. C. | My dear Mr. Secretary: or<br>My dear Mr. Hull: | Respectfully yours |
| UNDERSECRETARY | | |
| Honorable William Phillips<br>Undersecretary of State<br>Washington, D. C. | My dear Mr. Secretary: or<br>My dear Mr. Phillips: | Respectfully yours |
| SPEAKER OF THE HOUSE | | |
| Honorable William B. Bankhead<br>Speaker of the House of Representatives<br>Washington, D. C. | My dear Mr. Speaker: or<br>My dear Mr. Bankhead: | Respectfully yours |
| SENATOR | | |
| Honorable Joseph F. Guffey<br>The United States Senate<br>Washington, D. C. | My dear Senator: or<br>My dear Mr. Guffey: or<br>My dear Senator Guffey: | Respectfully yours |
| REPRESENTATIVE | | |
| Honorable James L. Quinn<br>The House of Representatives<br>Washington, D. C. | My dear Congressman: or<br>My dear Mr. Quinn: | Respectfully yours |
| CHIEF JUSTICE | | |
| Honorable Charles E. Hughes<br>Chief Justice of the United States<br>Washington, D. C. | My dear Mr. Chief Justice: or<br>My dear Mr. Hughes: | Respectfully yours |
| ASSOCIATE JUSTICE | | |
| Honorable Owen J. Roberts<br>Associate Justice of the Supreme Court<br>Washington, D. C. | My dear Mr. Justice: or<br>My dear Mr. Roberts: | Respectfully yours |
| COMMISSIONER OF EDUCATION | | |
| Honorable John W. Studebaker<br>Commissioner of Education<br>Washington, D. C. | My dear Commissioner: or<br>My dear Doctor Studebaker: | Respectfully yours |

### b. *State Officers*

| | | |
|---|---|---|
| GOVERNOR | | |
| Honorable George H. Earle<br>Governor of Pennsylvania<br>Harrisburg, Pennsylvania | My dear Governor: or<br>My dear Governor Earle: | Sincerely yours |
| LIEUTENANT GOVERNOR | | |
| Honorable Thomas Kennedy<br>Lieutenant Governor of Pennsylvania<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Kennedy: | Sincerely yours |
| STATE SENATOR | | |
| Honorable George Woodward<br>The State Senate<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Woodward: | Sincerely yours |
| STATE REPRESENTATIVE | | |
| Honorable John A. Smith<br>The House of Representatives<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Smith: | Sincerely yours |

| *Address* | *Salutation* | *Complimentary Close* |
|---|---|---|
| CABINET OFFICERS | | |
| Honorable Edith MacBride Dexter<br>Secretary of Health<br>Harrisburg, Pennsylvania | Dear Madame or<br>My dear Doctor Dexter | Sincerely yours |
| Honorable Lester K. Ade<br>Superintendent of Public Instruction<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Doctor Ade: | Sincerely yours |

## c. *County Officers*

| | | |
|---|---|---|
| COUNTY COMMISSIONER | | |
| Honorable George W. Barnitz<br>Commissioner, Cumberland County<br>Carlisle, Pennsylvania | Dear Sir: or<br>My dear Mr. Barnitz: | Sincerely yours |
| SHERIFF | | |
| Honorable James C. Lindsey<br>Sheriff, Cumberland County<br>Carlisle, Pennsylvania | Dear Sir: or<br>My dear Mr. Lindsey: | Sincerely yours |
| COUNTY TREASURER | | |
| Honorable Charles O. Martin<br>Treasurer, Cumberland County<br>Carlisle, Pennsylvania | Dear Sir: or<br>My dear Mr. Martin: | Sincerely yours |
| DISTRICT ATTORNEY | Dear Sir: or | |
| Honorable J. Boyd Landis<br>District Attorney, Cumberland County<br>Carlisle, Pennsylvania | My dear Mr. Landis: | Sincerely yours |

## d. *City Officials*

| | | |
|---|---|---|
| MAYOR | | |
| Honorable John A. F. Hall<br>Mayor of the City of Harrisburg<br>Harrisburg, Pennsylvania | My dear Mr. Mayor: or<br>My dear Mayor Hall: | Sincerely yours |
| COUNCILMAN | | |
| Honorable Charles W. Burtnett<br>Councilman, City of Harrisburg<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Burtnett: | Sincerely yours |
| CITY TREASURER | | |
| Honorable William K. McBride<br>City Treasurer<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. McBride: | Sincerely yours |
| CITY CONTROLLER | | |
| Honorable William R. Denehey<br>City Controller<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Denebey: | Sincerely yours |

## e. *School Officials*

| | | |
|---|---|---|
| PRESIDENT OF A COLLEGE OR UNIVERSITY | | |
| Dr. Samuel Fausold<br>President, State Teachers College<br>Indiana, Pennsylvania | My dear Doctor Fausold: or<br>My dear President Fausold: | Sincerely yours |
| CHANCELLOR OF A SCHOOL | | |
| Dr. John G. Bowman<br>Chancellor of University of Pittsburgh<br>Pittsburgh, Pennsylvania | My dear Doctor Bowman: or<br>My dear Chancellor Bowman: | Sincerely yours |
| PRESIDENT OF A RELIGIOUS SCHOOL (PROTESTANT) | | |
| The Reverend William N. Schwarze<br>President of Moravian College and Theological Seminary<br>Bethlehem, Pennsylvania | My dear President Schwarze: or<br>My dear Doctor Schwarze: | Sincerely yours |

| *Address* | *Salutation* | *Complimentary Close* |
|---|---|---|
| DEAN | | |
| Dr. Clark R. McClelland<br>Dean of Instruction<br>State Teachers College<br>Kutztown, Pennsylvania | My dear Doctor McClelland: or<br>My dear Dean McClelland: | Sincerely yours |
| PROFESSOR | | |
| Dr. James S. Grim<br>Professor of Biology and Geography<br>State Teachers College<br>Kutztown, Pennsylvania | My dear Professor Grim: or<br>My dear Doctor Grim: | Sincerely yours |
| COMMISSIONER | | |
| Honorable John W. Studebaker<br>United States Commissioner of Education<br>Washington, D. C. | Dear Sir: or<br>My dear Doctor Studebaker: | Sincerely yours |
| SUPERINTENDENT OF PUBLIC INSTRUCTION | | |
| Dr. Lester K. Ade<br>Superintendent of Public Instruction<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Doctor Ade: | Sincerely yours |
| STATE COMMISSIONER OF EDUCATION | | |
| Dr. Frank P. Graves<br>Commissioner of Education<br>Albany, New York | Dear Sir: or<br>My dear Doctor Graves: | Sincerely yours |
| COUNTY SUPERINTENDENT OF SCHOOLS | | |
| Mr. P. D. Blair<br>Superintendent, Crawford County Schools<br>Meadville, Pennsylvania | Dear Sir: or<br>My dear Mr. Blair: | Sincerely yours |
| ASSISTANT COUNTY SUPERINTENDENT OF SCHOOLS | | |
| Mr. James D. Toole<br>Assistant Superintendent, Schuylkill County Schools<br>Minersville, Pennsylvania | Dear Sir: or<br>My dear Mr. Toole: | Sincerely yours |
| CITY SUPERINTENDENT OF SCHOOLS | | |
| Dr. R. R. Abernethy<br>Superintendent of Schools<br>Harrisburg, Pennsylvania | Dear Sir: or<br>My dear Doctor Abernethy: | Sincerely yours |
| SUPERVISING PRINCIPAL | | |
| Mr. Merle L. Keim<br>Supervising Principal of Schools<br>Mercersburg, Pennsylvania | Dear Sir: or<br>My dear Mr. Keim: | Sincerely yours |
| PRINCIPAL OF SECONDARY SCHOOL | | |
| Mr. K. W. Etshied<br>Principal, Lemoyne High School<br>Lemoyne, Pennsylvania | Dear Sir: or<br>My dear Mr. Etshied: | Sincerely yours |
| PRESIDENT OF SCHOOL BOARD | | |
| Mr. H. O. Baldwin<br>President of the School Board<br>Dalton, Pennsylvania | Dear Sir: or<br>My dear Mr. Baldwin: | Sincerely yours |
| SECRETARY OF SCHOOL BOARD | | |
| Mr. Add B. Anderson<br>Secretary, Board of Public Education<br>21st Street and the Parkway<br>Philadelphia, Pennsylvania | Dear Sir: or<br>My dear Mr. Anderson: | Sincerely yours |
| MEMBER OF SCHOOL BOARD | | |
| Mr. George Morgan<br>Member Armenia School Board<br>R. D. 1<br>Troy, Pennsylvania | Dear Sir: or<br>Dear Mr. Morgan: | Sincerely yours |
| BEAUTY CULTURE SCHOOL | | |
| Mrs. Mary C. Hammond<br>Hammond School of Beauty Culture<br>508-510 Main Street<br>Johnstown, Pennsylvania | Dear Madam: or<br>My dear Mrs. Hammond: | Sincerely yours |

## f. *Church Dignitaries*

| *Address* | *Salutation* | *Complimentary Close* |
|---|---|---|
| CARDINAL | | |
| His Eminence Patrick Cardinal Hayes<br>St. Patrick's Cathedral<br>New York, New York | Your Eminence: | Respectfully yours |
| ARCHBISHOP | | |
| The Most Reverend Samuel A. Stritch, D.D.<br>2000 W. Wisconsin Avenue<br>Milwaukee, Wisconsin | Your Excellency: | Respectfully yours |
| BISHOP | | |
| The Most Reverend George L. Leech<br>Bishop of Harrisburg<br>111 State Street<br>Harrisburg, Pennsylvania | Your Excellency: | Respectfully yours |
| PRIEST | | |
| The Reverend P. F. McGee<br>212 State Street<br>Harrisburg, Pennsylvania | Reverend dear Father: or<br>Dear Father McGee: | Respectfully yours |
| MOTHER SUPERIOR | | |
| The Reverend Mother Cyril<br>Marywood Seminary<br>Scranton, Pennsylvania | Dear Reverend Mother: or<br>Dear Reverend Mother Cyril: | Respectfully yours |
| SISTER | | |
| Sister Mary Sebastian<br>St. John's School<br>Milwaukee, Wisconsin | My dear Sister: or<br>Dear Sister Sebastian: | Respectfully yours |
| BROTHER | | |
| Brother Jerome, F.S.C.<br>St. Thomas College<br>Scranton, Pennsylvania | My dear Brother: or<br>Dear Brother Jerome: | Respectfully yours |
| ABBOT | | |
| The Right Reverend Vincent Taylor<br>Abbot of Belmont Abbey<br>Belmont, North Carolina | Reverend dear Father Taylor: | Respectfully yours |
| PROTESTANT BISHOP | | |
| Right Reverend William T. Manning, D.D.<br>Bishop's House<br>New York City, New York | My dear Bishop: or<br>My dear Bishop Manning: | Respectfully yours |
| PROTESTANT CLERGYMAN | | |
| The Reverend Waldo C. Cherry<br>315 N. Front Street<br>Harrisburg, Pennsylvania | My dear Mr. Cherry: or<br>My dear Doctor Cherry | Respectfully yours |
| RABBI | | |
| Reverend Philip David Bookstaber<br>Harrisburger Hotel<br>Harrisburg, Pennsylvania | My dear Rabbi: or<br>My dear Rabbi Bookstaber: | Respectfully yours |

## Part III

# PUBLICATIONS

# Part III

# PUBLICATIONS

## Introduction

The principal purpose of Part III of the Style Manual is to present guiding suggestions for the preparation of a copy for the printer. With the aid of these suggestions a reasonable uniformity and consistency will be made possible. This will not only facilitate the editing and printing of publications, but will render their use more accessible and efficient. The more closely the writers of manuscripts follow the suggestions here given, the easier will be the task of all who assist in the publication processes and the more accurately the finished product will conform to acceptable standards.

Throughout the following discussion of preparing copy for printers, it will be noted that constant emphasis is given to such important matters of form as the inclusion of all essential parts of a manuscript, a correct sequence of parts, a clear arrangement of sub-divisions, correct format, and a general harmony or unity of the entire manuscript.

## A. Bulletins

Bulletins, or the more substantial printed documents of the Department, include such typical publications as the proceedings of the Annual Edueation Congress, the Biennial Report of the Superintendent of Public Instruction, the larger publications of the Pennsylvania Historical Commission, and the numerous bulletins on curriculum issued by the Bureau of Instruction.

### 1. Preliminary Parts

The preliminary parts of a bulletin are of practical importance. Their essential function is to make the material contained in the bulletin instantly identifiable and easily accessible. In general, it is through the succession of preliminary parts that the contents of a publication are gradually unfolded to the reader. For this reason, all essential preliminary parts should be represented and arranged in the logical sequence here suggested.

Small Roman numbers are used to designate the pages of the preliminary parts—beginning with the Foreword.

#### a. *Cover*

The three essential parts of the cover are the title, the publisher, and the date of publication. The title is the most important item on the cover and should be given prominence

above every other part. It should be brief in form and con structive in its implications. It should denote suggestions proposals, or recommendations rather than signify require ments or mandates from a central authority. For example "Suggestions for the Development and Use of Curriculun Material for Elementary Schools," indicates a proper dispo sition of service in a title. If this title has any fault, it is it length.

In setting down the sponsorship of the publication, th Commonwealth of Pennsylvania should be given precedenc of position over the Department of Public Instruction. Th year of publication should appear beneath the word "Harris burg" which is placed under the name of the Department.

Attention should be given to balance and symmetry on th cover of publications. A normal arrangement would be t place the title about three inches from the top of the cove page, and the publisher and year well toward the bottom The open space between the title and the publisher might b left clear, or if preferred, broken by the insertion of symbol or seal appropriate to the content of the publication

Pleasing effects may be gained by informal grouping o the parts on the cover of bulletins. When this is attempted it should be done with the aid and guidance of person having authentic background for the development of suc departures from conventional form.

(For model Covers of bulletins, see plates 1 to 7.)

b. *Directory of Staff Members*

Usually it is desirable to publish the names of the Staf Members of the Department in the more substantial bulle tins, pamphlets, and reports. A convenient and effectiv arrangement is to publish the first half of the Staff Member on the inside of the front cover, and the remaining half o the inside of the back cover. Persons using the publicatio may thus easily discover to whom they may write for addi tional information on a given problem.

c. *Frontispiece*

Occasionally the authors of a publication of the Depart ment desire to give atmosphere to the document by insertin at the very beginning a striking picture or illustration tha suggests the spirit and content of the document. This pic ture should be large, artistic, and dynamic in character. I occupies a full page and its implications are sufficiently com prehensive to represent the whole sphere of contents of th bulletin.

d. *Title Page*

The title page should correspond with the cover except that the parts may be somewhat elaborated. For example, a sub-title may be included and the date more specifically given. If the publication is a revision, this fact may also be noted on the title page. Greater liberties may be taken in the arrangement of the parts. The arrangement, however, is usually the same as that of the cover. (For model Title Pages, see plates 10 and 13.)

*Foreword*

The foreword should explain the need and purpose of the publication together with some comment as to its preparation. It is in effect a letter of transmittal by the Superintendent of Public Instruction to prospective readers, in which he states the point of view of the Department with respect to the field represented by the publication, and describes the place which it fills in the particular field. Thus the foreword should reflect the Administration's philosophy of education as it relates to the publication at hand.

If the acknowledgments are few, they may be included in the closing paragraph of the foreword. If the acknowledgments are extensive, they may be published separately in the bulletin following the foreword.

Detailed explanations or instructions as to the use of the bulletin in the schools may be reserved for an introduction which should appear as the last article of the preliminary parts, or the first chapter of the bulletin proper.

At the end of the foreword should appear the signature and title of the Superintendent of Public Instruction. The month and year the publication is issued are also given, directly to the left of the signature of the Superintendent.

The title "Foreword" is to be preferred to "Preface." It is sometimes desirable to assign a title to the Foreword. In such case the title appears beneath the word "foreword." (For model Forewords see plates 14 to 17.)

f. *Acknowledgments*

If the number of acknowledgments is sufficient to warrant a separate page, they should be published on a page following the foreword. Acknowledgments may include the names of persons as well as the names of texts, organizations, and institutions. In order that these collaborators and sources of materials may be properly evaluated, the titles of persons should be given and the complete identification of texts and institutions clearly indicated.

It is also advisable sometimes to designate in the acknowledgments the special parts of the publication that have benefited from particular sources mentioned. Where persons, organizations, and institutions are represented, they should be presented in separate paragraphs in the acknowledgments.

The policy of the Department is to give full recognition to contributors to publications, including members of the Staff as well as folks from the field. The sources of material inevitably lend force and prestige to the publication. The page of acknowledgments is designed to serve this purpose. (For model Acknowledgments, see plates 18 to 21.)

g. *Contents*

The contents of publications of the Department should be sufficiently detailed to enable the reader to find important material readily. The basis on which to build the table of contents should be the general structure of the entire publication. Not only should the arrangement of the parts of the contents be the same as the order in which they are developed in the bulletin, but the phraseology of the headings should also be exactly the same.

The table of contents should constitute a practical and clear outline of the text of the publication. The major parts of chapters should be shown together with such subdivisions as are essential to indicate the scope of the bulletin. Subdivisions of chapter headings should be indented beneath the titles of the chapters. There is an advantage in using Roman numerals to indicate chapter headings and capital letters to indicate subdivisions of chapters, and Arabic numerals to designate units subordinated to the subdivisions. This same system should then appear in the body of the bulletin with the same headings. To break down the contents into smaller units than these three is of doubtful value. The contents should be complete without being complicated. (For model Contents, see plates No. 22 to 30.)

h. *Lists of Illustrations, Tables, Maps, or Charts*

The list of illustrations, tables, maps or charts should appear on a separate page or pages following the contents. It serves the same purpose as a table of contents and should therefore be arranged in a similar style. In bulletins where there is a considerable number of illustrations, tables, and maps, it is desirable to group these different types of material under separate headings.

The legends or titles of illustrations, charts, and the like, given in the list, should match exactly the legends used with the illustrations, charts, and so on, in the body of the publi-

cation. Page references should be given as in the table of contents. If, however, an illustration is on an unnumbered page, it becomes necessary to use the term "facing page—." (For model Lists of Illustrations, see plates 31 and 32.)

i. *Introduction*

The introduction is a detailed elaboration of the purpose, development and use of the materials contained in the publication. It consists of an exposition by the authors concerning the bulletin for the information, instruction, and guidance of those who may have occasion to use it. Thus the introduction may give a relatively full account of the needs which the publication is to serve. It may also describe at some length the origin and evolution of the materials contained in the publication. Possibly the most important function of the introduction is to give specific suggestions for the effective use of the materials presented.

The introduction should be closed with the signature of the chairman of the committee which prepared the publication and be accompanied by the date the publication was prepared. (For model Introductions, see plates 33 to 37.)

2. TEXT, OR BODY OF THE BULLETIN

The essential materials of the publication are contained in the text or body of the bulletin. The primary parts which have been described are merely devices for the convenience of the reader in getting access to the materials contained in the body. However, it should be recognized that there are techniques in developing and preparing the main chapters of the publication which will still further facilitate the use of the materials of the bulletin. In the following discussion, some of these techniques will be described to assist writers in making the materials of the publications of the Department as easy to use as possible.

a. *Frontal Page*

A frontal page not only adds to the attractiveness of the body or text of the bulletin, but it reminds the reader of the content of the publication by again setting forth the title. The frontal page consists of a full-size page with the title of the publication neatly written in the center. It appears as an opening door to the store of materials that lie ahead in the chapters of the publication.

b. *Chapter Headings*

To conceive chapter headings in their true relationships, two devices are at hand. In the first place, the table of contents gives a complete picture of the chapters together

with their important subdivisions. In the second place, a conventional outline may be used in order to guide the authors in fixing the chapters, divisions, and subdivisions in a clean-cut form.

The following schematic outline indicates the rankings, divisions, and subdivisions by the use of appropriate symbols:

I — — — — — — — — — — — — — —
A — — — — — — — — — — — — —
1 — — — — — — — — — — — —
a — — — — — — — — — — —
(1) — — — — — — — — —
(2) — — — — — — — — —
b — — — — — — — — — —
2 — — — — — — — — — — —
B — — — — — — — — — — —
II — — — — — — — — — — — — —

To reduce the contents of a bulletin to units smaller than those represented in the above scheme is likely to lead to confusion rather than to clarification. An effort should be made to keep the graduated divisions within this number of differentiating symbols.

When chapters are designated by Roman numerals, the preferred arrangement is to set the Roman numeral above the title of the chapter in the center of the page. There should be no punctuation in the titles or subheadings throughout the publication. Nor should there be punctuation after the indexes I, A, 1, a, i. (For model Chapter Headings, see plates 38 to 43.)

c. *Body of Chapters*

The above paragraphs relating to the text may be applied to the development of the body of the several chapters. Constant reference should be made to the table of contents and to the schematic outline of material mentioned under the section of this manual on chapter headings.

The development of the chapters should be deductive. It should proceed from the whole view to an examination and analysis of the several parts. It should present the total or comprehensive view before going into a detailed discussion. The general procedure may be described in three terms: first, the overview; second, the analysis; third, the synthesis.

The arrangement of the materials by grade levels or by common interest, or on some other logical or psychological basis, will likewise facilitate the use of the materials in the chapters by the reader. Bibliographies, which are sometimes incorporated in the body of the chapters, will be treated under reference materials on subsequent pages.

d. *Pictures and Illustrations*

School folks and the public at large are becoming more and more picture-minded. Accordingly, the increasing use of pictures is a current trend in developing publications. When judiciously chosen, they constitute a valuable adjunct to the text of bulletins.

There are many varieties or types of pictures that are suitable for publications of the Department. Among them are original photographs, sketches, drawings, maps, charts, illustrations, and models. Regardless of the type used, they should be selected on the basis of their significance, their direct relation to the context, the comprehensiveness of their educational implications, their simplicity, and their general attractiveness and appeal.

Only such pictures as are of creditable quality and appropriate content should be used. Above all, photography should suggest the great variety of educational activities of the pupils.

These pictures and illustrations should be interspersed throughout the text and inserted as near as possible to the paragraphs which describe them.

e. *Graphs and Tables*

Other aids to exposition of educational information in the text of the bulletin are graphs and tables. Through these devices, data can be organized within a small space and in such manner that the reader can readily comprehend the facts. (For model Graphs, see plates 44 to 50.) (For model Tables, see plates 51 and 52.)

f. *Footnotes and Citations*

Footnotes serve a variety of uses. They may refer the reader to the appendix or other part of the bulletin; they may offer a further explanation of a term or allusion in the text; they may identify the author of a quotation or the exact title of a reference, or they may cite the full title and authorship of a source merely hinted at in the text.

Despite the wide variety of uses which footnotes serve, they should be used sparingly in a bulletin prepared for everyday use of school folks. Generally, the main text can include all the essential information needed by the users of the publication. When this is not possible, footnotes may be used to refer the reader to the appendix or other division of the reference section of the bulletin, or to other explanatory notes at the bottom of the page.

Footnotes should be indicated by small Arabic numerals which begin anew with each chapter. In a very small pub-

lication it may be found preferable to have but one series of numerals to designate the footnotes for the entire publication.

The commonest symbol to indicate footnotes is the superior figure, which should be placed at the end of punctuation. Where it is found necessary to use other symbols, the following may be used in the order given: Asterisk, dagger, double dagger, section mark, parallels, and paragraph marks.

The proper arrangement of the information contained in footnotes referring to texts is as follows:

Author's name with first name and initials; title of the work or of the parts cited; facts of publication including edition, place of publication, publisher, and date.

In reference to volume and page, Roman caps and Arabic numerals should be used respectively.

The term *ibid.* may be used for reference to a work cited on the same page or the previous page. *Loc. cit.* (the place cited) and *op. cit.* (the work cited) are other terms that may be used to avoid repetition. (For model Footnotes, see plates 53 and 54.)

g. *Running Heads*

Running heads need not be the concern of the authors of publications, for they are usually arranged by the editor and the printer. However, in order that the proper titles may be printed at the tops of the pages throughout the book, the authors may wish to suggest the phrases that should be used in the running heads of the publication.

A practical plan for running heads is to write on every verso (left hand) page the following phrase: PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION, and on the recto (right hand) page, the title of the publication; for example: THE EXPANDING SCHOOL ROOM. A modification of this plan is to vary the running heads on the recto pages by using the titles of the successive chapters.

3. Reference Materials

The section of the publication devoted to reference materials includes overflow matter which the authors regard as essential to the publication, but which is used only in an incidental way by the reader. The advantage of placing these materials in a separate part of the publication is three-fold; first, it eliminates any possible congestion of the chapters themselves; second, it prevents the length of the chapter from becoming formidable, and third, it places these supplementary materials where they are easily referred to as needed.

Materials that are appropriately placed in the reference section of the bulletin are the appendix, bibliography, directory of publishers, and index.

a. *Appendix*

Raw data and documentary materials which supplement the text and which are too cumbersome to be placed in footnotes are assigned to the appendix. Thus, the appendix contains extended footnotes on the textual materials of the bulletin. Frequently, sources from which the materials of the bulletin were drawn are published in the appendix. Glossaries, lengthy quotations, and problems for further study are other items which are accommodated in the appendix.

In arranging the appendix it is advantageous to the reader if the different kinds of material are separated and set forth under appropriate headings.

b. *Bibliography*

In some instances it may be practical to include bibliographies at the conclusions of the several chapters of the bulletin. However, to allocate all bibliographical lists to one division in the reference section of the publication is another way of removing obstructions to the easy reading of the bulletin. Whether the bibliographies are included with the chapters or grouped in the reference section, the arrangement should be in accordance with accepted form.

Bibliographies should be arranged in groups either according to the nature of the content, the type of publication (books, periodicals, pamphlets), the grade levels for which suited, or some other clear basis. Also, the several groups of references should be arranged alphabetically, either by author or by title—preferably by author.

The essential information in a bibliography includes the author's name, the title of the reference, the publisher's name, the address of the publisher, and the year of publication. It is also desirable in most cases that the number of pages contained in the complete publication should be indicated. When only a part of the publication is referred to the part is delimited by exact page references. (For model Bibliographies, see plates 55 to 61.)

c. *Directory of Publishers*

A directory of publishers, alphabetically arranged, usually requires little space and is a valuable device to teachers and others who wish to make use of items in the bibliography. Moreover, the inclusion of a reasonably complete directory of publishers makes it possible to abbreviate

bibliographies in which the same publisher may appear many times.

A directory of publishers should give the name of the firm, together with its address—street, city, and state. The firms should be arranged in alphabetical order according to principal name. (For model Directory of Publishers, see plates 62 and 63.)

d. *Index*

In publications of considerable size, an index is of great importance. It supplements or elaborates the table of contents, and thus serves to make easily available the smaller items of information. The index should contain all important reference terms that can be assembled from the bulletin. These terms should contain sufficient context to identify their purport. Items of the index should be arranged alphabetically and refer to specific pages. It is of practical value to include cross references in the index; that is, to enter the same information under different terms in the alphabetical list.

As a convenience to the reader, it is helpful to include several aspects of a particular item of information under the item itself. In this way the information is classified so that the reader may select such phrases of an important item of information as his needs require.

The index is not read, but referred to. Only the authors of a bulletin have the thorough knowledge of the content necessary to make an intelligent index. The items for the index are usually selected from the principal words in titles and chapters, or proper names involved in the subjects treated. The most comprehensive indexes may comprise all of these elements.

A convenient procedure in making an index is first to underline, in blue pencil, all the words and terms that should appear in the index. Items that are to appear as sub-entries in the index may be underlined in red and catch words, under which these sub-entries are to appear, indicated in the margin of the page. These entries and sub-entries may then be copied on 3 x 5 cards. After these cards have been sorted into stacks alphabetically, the index may be transcribed. (For model Indexes, see plates 64 to 66.)

4. Code Numbers for Publications

The code for numbering publications of the Department was adopted in 1938. Up to that time each Bureau determined the numbers for publications. Some Bureaus issued documents without numbers.

The object of assigning definite numbers to publications is primarily for the convenience of folks in the field in ordering publications, however, other purposes are served by this device. It facilitates the classification of publications by staff members of the Department, each Bureau or each branch of service in the Department having been assigned a specific section of a series of numbers from 1 to 1000. Following is the assignment of numbers for the various major units of service in the Department:

| | |
|---|---|
| 1 — 49 | Executive Office |
| 50 — 149 | Administration and Finance |
| 150— 199 | Teacher Education |
| 200— 499 | Instruction |
| 500— 599 | Library and Museum |
| 600— 699 | Professional Licensing |
| 700— 749 | School Employes' Retirement |
| 750— 849 | Historical Commission |
| 850— 899 | Censors |
| 900— 999 | Special |

Having been assigned a definite group of numbers for publications, each Bureau is at liberty to attach the numbers within its group to publications in accordance with its own convenience and judgment. In cases where the same publication is issued annually or biennially, such as the statistical report of the Superintendent, it is desirable to assign one number only to the publication so that number becomes known as the symbol for that familiar publication. However, when publications of the same general title, but dealing with different specific subjects are issued, a new number should be assigned to each of the series, for example, in the Series of Research Circulars in Education, while all are entitled "Research Circular in Education," each circular treats a different phase in research and is therefore entitled to a different number.

Each Bureau or major unit of the Department may find it desirable to apportion its total group of numbers among the several divisions operating under the unit. In the State Library and Museum, for example, it may be found convenient to allocate the numbers from 500 to 599 as follows:

| | |
|---|---|
| 500 to 509 | bulletins pertaining to the entire unit |
| 510 to 529 | general library division |
| 530 to 549 | extension |
| 550 to 559 | library |
| 560 to 579 | archival |
| 580 to 599 | museum |

The Bureau of Instruction has been assigned 300 numbers from 200 to 499. These have been apportioned among the various divisions of the Bureau as follows:

| | |
|---|---|
| 200 — 229 | general |
| 230 — 239 | elementary (general) |
| 240 — 249 | secondary (general) |
| 250 — 259 | agriculture |
| 260 — 269 | art |
| 270 — 279 | business |
| 280 — 289 | English |
| 290 — 299 | extension |
| 300 — 309 | guidance |
| 310 — 319 | health and physical education |
| 320 — 329 | homemaking |
| 330 — 339 | industrial education |
| 340 — 349 | languages |
| 350 — 359 | library |
| 360 — 369 | mathematics |
| 370 — 379 | music |
| 380 — 389 | rehabilitation |
| 390 — 399 | safety |
| 400 — 409 | science |
| 410 — 419 | social studies |
| 420 — 429 | special education |
| 430 — 499 | other publications |

## B. Official Forms

The Department of Public Instruction uses hundreds of official forms. They include cards, blanks, envelopes, folders, pads, letterheads, questionnaires, various report blanks, and larger sheets. The fact that there is such a variety of sizes and formats of the official forms of the Department makes it especially important that there should be some consistency in their preparation and printing.

Forms of the Department of Public Instruction, with few exceptions, should contain the following identification data:

1. The name of the Commonwealth
2. The name of the Department
3. The Bureau of the Department
4. The address of the Department
5. The title of the form
6. The code number of the form

All this information, except the code number, should appear at the top, centered on the form. The code number should be written in the lower left-hand corner of the face of the form.

The development of a form should be definitely in accordance with the use it is to serve. Its size, shape, color, and the arrangement of the information, should be characterized by a definite purpose and design.

In order to avoid too wide a variety of sizes, the forms of the Department should be limited as far as possible to the following sizes:

| | |
|---|---|
| 3 x 5 | 8½ x 13 |
| 4 x 6 | 9 x 12 |
| 6 x 9 | 11 x 17 |
| 8½ x 11 | 12 x 18 |

Frequently, where a complete form cannot be adapted to one of these regular sizes, it is possible to have it folded so that when used it will correspond to one of these given sizes.

In ordering printed forms, it is necessary to submit to the editor two accurate and complete copies of the original form, as early as possible. (For model Official Forms, see plates 67 to 76.)

## C. Mimeographed Publications

### 1. Regulations Covering Mimeographing Service

Except in emergency cases, all requests for mimeographing services must be sent to the Office of the Superintendent in accordance with the regulations which follow. Every request for mimeographing must be submitted through the office of the Head of the Bureau in which the material originates, and must bear his approval.

#### a. *Circular Letters*

For circular letters bearing the signature of the Superintendent and addressed to county superintendents, district superintendents, presidents of State Teachers Colleges, members of the State Council of Education, or to other important school officials, requests should be submitted not less than three days prior to the desired mailing date. Where this is not possible because of emergencies, a draft of the proposed circular should be sent to the Superintendent's office as early as possible before the circular must be mailed.

In the preparation of such circulars every effort should be made to meet the degree of excellence in form and clarity

of expression one would expect from this Department. The Superintendent, where possible, passes personally upon all such material; but if the pressure of work makes such personal attention impossible, the Deputy Superintendent will assume that responsibility.

Requests for the approval of such circular letters should be sent to the Executive Assistant, who will record the requisition and clear the way for mimeographing and mailing when approved as to content and policy by the office of the Superintendent.

b. *Bulletins, Manuscripts, etc.*

Requests for the approval of the mimeographing of bulletins, manuscripts, minutes of stated meetings, and other such large orders, should be received not less than two weeks before the material is to be released. Such requests will be handled through the regular channels and will be passed upon by the office of the Superintendent.

No requests should be made for the approval of material for which Bureaus are not professionally responsible. When in doubt, such material should be submitted to the Deputy Superintendent for his consideration.

c. *Examination Questions*

Requests for the mimeographing of examinations should be sent to the Superintendent's office not less than two weeks before the date of examination. This material should be forwarded to that office in sealed envelopes and the Bureau originating the material will be held responsible for its content. Such mimeograph work will be handled in the most confidential manner possible. In fact, there should be no necessity for anyone, other than the mimeograph operator and the Staff Member who prepares the questions and checks the stencils, to be familiar with the test.

Requests for this type of service will clear through the regular channels, with the exception that Bureau Heads will be held strictly responsible for keeping the content of the examination within proper circles.

d. *Re-runs*

Requests for re-runs of any material, wherein no changes have been made on the original copy, will be approved by the Executive Assistant and ordered to be mimeographed without further delay, if possible.

e. *Maximum Number of Copies*

Where the record indicates that any publication is being mimeographed in large numbers and in reality constitutes a printing job, it will be referred to the Editor for considera-

tion. As a general rule, the economy of mimeographing more than 5,000 copies of any material is questionable. When the job comprises several pages, the limit for mimeographing should be considerably less than 5,000.

f. *Printing Jobs*

Printing jobs, while slower of delivery, can be made more attractive and in greater quantities than mimeograph jobs. Therefore, members of the Staff will do well to consider the following types of material for printing rather than mimeographing:

i Work that can be ordered far in advance of its use.
ii Work that is needed in considerable quantities.
iii Work that remains in the same form from year to year.
iv Work that is of a permanent nature, requiring durable paper.
v Work in which attractiveness and distinction are of special importance or advantage.

It is suggested that Bureau Heads look over the mimeographed forms used in their Bureaus, ascertain the number of copies mimeographed since the forms were developed, and consider the advisability of placing printing orders at once in anticipation of further needs.

g. *Mimeographing vs. Typing*

There is available to Bureaus of the Department another phase of mimeograph service which should probably be used more than at the present time. Routine circular letters to a small group of individuals, news releases, and other statements of which more copies are desired than can be manifolded at one time by a typist, should be submitted for mimeographing. Such materials as will require the duplication for more copies than can be made at a single typing, should be brought immediately to the attention of the Executive Assistant who will see that this type of service receives proper and prompt attention. Use of stenographers for such work is wasteful and should not be practiced.

Heads of Bureaus are urged to cooperate by making no requests, or very few requests, for changes in material after it has been submitted for manifolding.

Our mimeograph material for distribution should be greatly reduced in quantity and improved in quality. Everyone should cooperate to the end that material for mimeographing shall be submitted as specified in order to

relieve the congestion in the duplicating room and to insure that the manuscripts may be prepared in such a manner as to reflect credit upon the Department.

2. Style and Arrangement of Copy for Mimeographing

While the style and arrangement of copy for mimeograph publications may vary according to the material and the purpose it is to serve, there are some standards that may generally be observed. The style and arrangement of such aspects of mimeographing as paper, margins, spacing, paging, running heads, and captions may be characterized by a reasonable uniformity.

Following is an outline of suggestions for style and arrangement of copy for mimeographing:

Paper

Non-translucent bond
8½ x 11 inches

Title and Captions

Roman number titles . . . solid capitals and centered
Capital letter titles . . . capital initials and centered
Arabic number titles . . capital initials and marginal
Small letter titles . . . . capital initials and marginal (underlined)

Margins

Side

About 1½ inches at both right and left sides

Top and Bottom

Four spaces below running heads
Three spaces above page numbers

Spacing of Lines

Single space between lines
Double space between paragraphs
Triple space between sections or divisions

Paging

At bottom center
One-half inch from bottom
Preliminary parts receive small Roman number i, ii, iii, iv.
Text or body receive Arabic numbers 1, 2, 3, 4.

Running Heads

Only Roman numeral captions are to be used in running heads

Should appear on both recto and verso page

Omitted at beginnings of chapters

Typed in solid capital letters

Underlined

One-half inch from top of page

(For model Mimeographing, see plates 77 to 79.)

## D. Special Aids and Suggestions

### 1. General Suggestions for the Preparation of Copy

There is a degree of uniformity that can characterize practically every form of publication in the Department. The suggestions given here pertain to the preparation of copy for bulletins, reports, mimeographed materials, and other types of publication prepared by members of the Staff of the Department.

a. Type all copy

b. Use onion skin for carbon copies

c. Use non-translucent bond paper

d. Use uniform sheets—8½ x 11
   Avoid using either larger or smaller sheets

e. Use only one side of paper

f. Allow liberal margins on four sides
   At least one inch all around

g. Use double spacing in general
   Triple space between divisions
   Single space quotations and references

h. Begin major divisions on a new page

i. Use indexes to designate divisions and subdivisions in the following order: I, A, 1, a, i

j. Insert footnotes adjacent to text
   Enclose between parallel lines across the page

k. Use full-size paper for inserts
   Excerpts from other texts may be pasted on full size sheets

l. Submit original copy
   Make extra copies for filing and unforeseen uses

m. Furnish complete copy
   Include at least: cover page, title page, foreword, contents, and text

n. Number sheets consecutively in pencil
   To protect sequence every sheet should be numbered from cover to cover

2. How to Request a Printing Job

a. *Mimeographing* (See C-1 pages 108 to 112.)

b. *Departmental Printing*

It will greatly facilitate the ordering of forms, bulletins, and other items of publication if the office requesting the same will furnish the following information for each printing request.

If the office in which the request originates will provide this necessary information on the original requisition it will not need to be recopied but can be simply approved and initialed by the proper officials as it makes its way to the Editor of the Department:

Board, Division or Bureau
Title of Document
Form Number of Document
Format: Card, Slip, Sheet, Folder,
    Envelope, Pamphlet, Bulletin,
    Certificate, Book, etc.
Quantity Requested
New or Revised
Size
Number of Pages
Cuts or Half-tones
    Number
    Size
    Availability
Kind of Paper
Cover Stock and Color
Binding or Stapling
Inserts
Delivery Date Desired
Additional Explanation

c. *Publications of State Teachers Colleges*

In order to facilitate the process of publishing catalogs, bulletins, and pamphlets, and to prevent delays due to lack of necessary information, the State Teachers Colleges should include the following information in their requests for printing bulletins and catalogs:

Exact title of publication
Format (catalog, folder, bulletin)
Quantity
Size
Number of pages
Cover (whether self-cover, or a stock cover is desired)
Color of cover
Total number of half tones in publication
Total number of line cuts in publication
Number and size of new line cuts and new half-tones to be made or furnished by the printer
Ink (whether a colored ink is desired on any special page)
Whether half-tone pages are to be printed separately and inserted, or printed on the regular pages and bound with the text
Special work (such as scoring or perforating page or back cover; or inserting a loose or tipped-in enrolment blank
The college will *hold the copy* for the publications; the printer will apply to the college for copy, cuts, and pictures, as well as for instructions on making up the publications.
The colleges should forward with their requests for printing six sample copies of the publication as issued during the preceding year.

3. Evolution of a Publication

a. *The Origin and Development of the Material*

Publications of the Department of Public Instruction are born of educational needs in the Commonwealth. Upon the discovery of the need for a publication, whether through direct observation by the Staff or by expressions from the field, the proper Bureau of the Department proceeds to organize the necessary committee or committees to initiate and carry on the development of the materials for the publication. This organization is accomplished on a cooperative basis between members of the Staff and members of the

profession in the State. Upon definitely verifying and defining the need, a plan for the proposed publication is outlined by the committee with a view to meeting the need as fully as possible.

Having formed a plan, the committee, through the Bureau Director, submits the proposed publication to the unifying committee of the Department of Public Instruction for approval and guidance. This committee comprises the Deputy Superintendent of Public Instruction, the Director of the Bureau involved, the Departmental Chairman of the Committee undertaking the work, the Adviser on Curriculum Construction, and the Editor of the Department. The committee concerned with the publication is then ready to proceed with the more detailed organization of those members with a view to completing the material. The work of writing the various parts of the publication is assigned, the members of the committee meet periodically in order to keep together on the plan and philosophy contained in the publication, and in due season the parts are assembled and reviewed by members of the committee delegated for this special purpose.

Before submitting the copy to the Editor of the Department, the committee checks the manuscripts to make sure that all essential parts are contained, that they are arranged in proper order and that the copy is in every respect prepared in accordance with the suggestions of the present Manual of Style.

b. *Editing the Publication*

After the committee submits the completed manuscript to the Director of the Bureau in the Department of Public Instruction which is concerned with its contents, the Director prepares a memorandum addressed to the Editor of the Department in accordance with the outline prepared in Section D—2—b, above.

The Editor of the Department reviews the manuscript from the standpoint of the standards outlined in the present Manual of Style and prepares the copy for the printer. He checks the document to discover the presence of all essential parts of a complete publication, sees to it that the general content is in keeping with the philosophy of the Department and that the material is arranged to the best advantage and interest of the prospective reader. This last purpose necessitates the marking of the copy for type styles and sizes, spacing, distribution of material by pages, and a close examination of the table of contents, lists of references, indexes, and the like.

Having completed the editing of the manuscript, the editor prepares a printing request, setting forth the specifi-

eations for the publieation and starts the manuseript on its way to the printer.

e. *Routine Approvals*

The routine through which a manuseript must travel from the Editor to the printer is intricate and involved. The following outline indicates the various offices and processes in the itinerary of a manuscript.

The copy first goes to the requisition clerk in the Bureau of Administration and Finance, who in turn transmits it to the eontrol accountant in the Bureau, who secures the approval of the Editor's requisition for printing by the Bureau Director. The copy then is returned through the same offices to the requisition elerk who prepares a budget bureau approval request. This request must again pass through the hands of the eontrol aeeountant and the direetor of the Bureau of Administration and Finanee for approval and again be returned to the requisition elerk.

The requisition clerk now releases the approval request to the Deputy Secretary of the Department of Property and Supplies who examines the request on the basis of its necessity and precedent. After the approval of this office it is again returned to the requisition elerk in the Bureau of Administration and Finance, who now has the authority to prepare a requisition for printing. The requisition for printing passes the hands of the control aeeountant to the Director of the Bureau of Administration and Finance for approval and is then again returned through the same channels to the requisition elerk.

From there the copy is sent with the approval forms to the senior printing estimate clerk in the Bureau of Publications who estimates the cost of type eompositions. In this same office the senior paper speeialist speeifies the paper for the printing and estimates the eost.

Having estimated the costs of eomposition and printing, the officials in the Bureau of Publications transmit the copy to the Comptroller Budget Alloeation Division of Accounting who checks the estimates of cost against the budget of the Bureau requesting the printing. After the approval of the Comptroller, the copy is returned to the Bureau of Publications which is now at liberty to transmit it to the printer.

d. *Printing Galley*

When the copy for the publication reaches the printer, it is examined by the officials of the plant in order that they may schedule the composition of type for the job. When this arrangement has been made, the copy goes to the

linotype operators where it is set into type according to the specifications of the printing order and the type styles and arrangement indicated in the copy by the editor.

When the composition of type is completed a galley proof of the publication is drawn up for the type and sent to the editor of the Department for corrections and revisions.

e. *Proofing*

The galley arrives at the office of the Editor by way of the Bureau of Publications and the requisition clerk of the Bureau of Administration and Finance. Both of these offices keep a record of incoming and outgoing printing.

In the editor's office the galley is read and checked with the original copy. Errors, corrections, and revisions are indicated in conventional forms by the proof-reader. The galleys are then submitted to the responsible bureau director in the Department for examination. He in turn submits the galleys to the persons primarily responsible for the authorship. After they have examined the proof and indicated their reactions, it is returned to the office of the editor for final construction. The galley proof is then ready to be returned to the printer by way of the requisition clerk in the Bureau of Administration and Finance and the head printing order clerk in the Bureau of Publications.

f. *Printing Pages*

When the revised galley reaches the printer, he proceeds to make the corrections and revisions indicated by those who reviewed the document. After all corrections are made, the galley is arranged and organized into standard pages. Proof of the pages is drawn off and returned to the Editor of the Department of Public Instruction by way of the Bureau of Publications and the requisition clerk of the Bureau of Administration and Finance. After the page proof is examined, corrected, and revised, it is returned through the same channels to the printer.

Usually there are about four exchanges of proof in the manner between the editor and the printer before this material is in satisfactory form to be printed finally.

g. *Printing Bulletin*

The page proof is now ready to be assembled and printed in the form of a complete bulletin. This is usually done by running the bulletin in sheets carrying sixteen pages on each side, which when folded make a signature of thirty-two pages. When all the signatures are completed, they are assembled, stapled, bound, and trimmed as a finished bulletin.

h. *Delivery*

The bulletins are then boxed and shipped to the Division of Documents in the Bureau of Publications of the Department of Property and Supplies, where they are announced as available for distribution by the Department of Public Instruction.

i. *Distribution*

The Bureau in the Department which is responsible for the preparation of the bulletin controls the distribution. The mechanics of sending out large quantities of publications of the Department of Publications are usually carried out by the Division of Documents which is equipped with the necessary facilities for handling wholesale distribution.

Thus the publication reaches the hands of the users after a circuitous itinerary between the committee which originated the document and the folks for whom it was prepared.

## 4. Symbols for Proof-reading and Corrections

The use of symbols in proof-reading and correcting copy eliminates the necessity of writing out instructions. The adoption of conventional symbols for this purpose saves time and avoids misinterpretations. If only accepted symbols are used, authors, the editor, the printer, and the proofreader will readily understand all necessary notations. The fact that manuscript in the process of publication is read several times by many different people, makes the adoption of convenient symbols highly important.

Particular care must be given to the reading of proper names, figures, and scientific terms. When in doubt, the author is the final authority for the correctness of any of these. (For model Symbols of Proof, see plate 80.)

# PLATES PORTRAYING MODELS OF STYLE

# SCHOLARSHIPS AND OPPORTUNITIES FOR SELF-HELP

in

PENNSYLVANIA COLLEGES AND UNIVERSITIES

Bulletin No. 50

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

1938

PLATE 1
COVER PAGE—MODEL A

SUGGESTIONS FOR THE DEVELOPMENT AND USE

# OF CURRICULUM MATERIALS IN THE ELEMENTARY SCHOOL

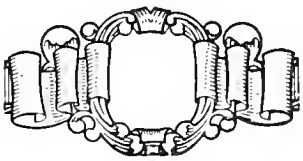
Bulletin No. 100

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC EDUCATION
Harrisburg

1938

PLATE 2
COVER PAGE—MODEL B

# Nutrition and the School Lunch



BULLETIN No. 150

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
1938

PLATE 3
COVER PAGE—MODEL C

PROCEEDINGS

EDUCATION CONGRESS

1936

# EDUCATIONAL PLANNING

LESTER K. ADE
*Superintendent of Public Instruction*

Department of Public Instruction
COMMONWEALTH OF PENNSYLVANIA
Harrisburg
1936

PLATE 4
COVER PAGE—MODEL D

PLATE 5

COVER PAGE—MODEL E

# ARBOR DAY
# BIRD DAY

COMMONWEALTH·OF·PENNSYLVANIA
DEPARTMENT·OF·PUBLIC·INSTRUCTION
·HARRISBURG·
1938

PLATE 6
COVER PAGE—MODEL F

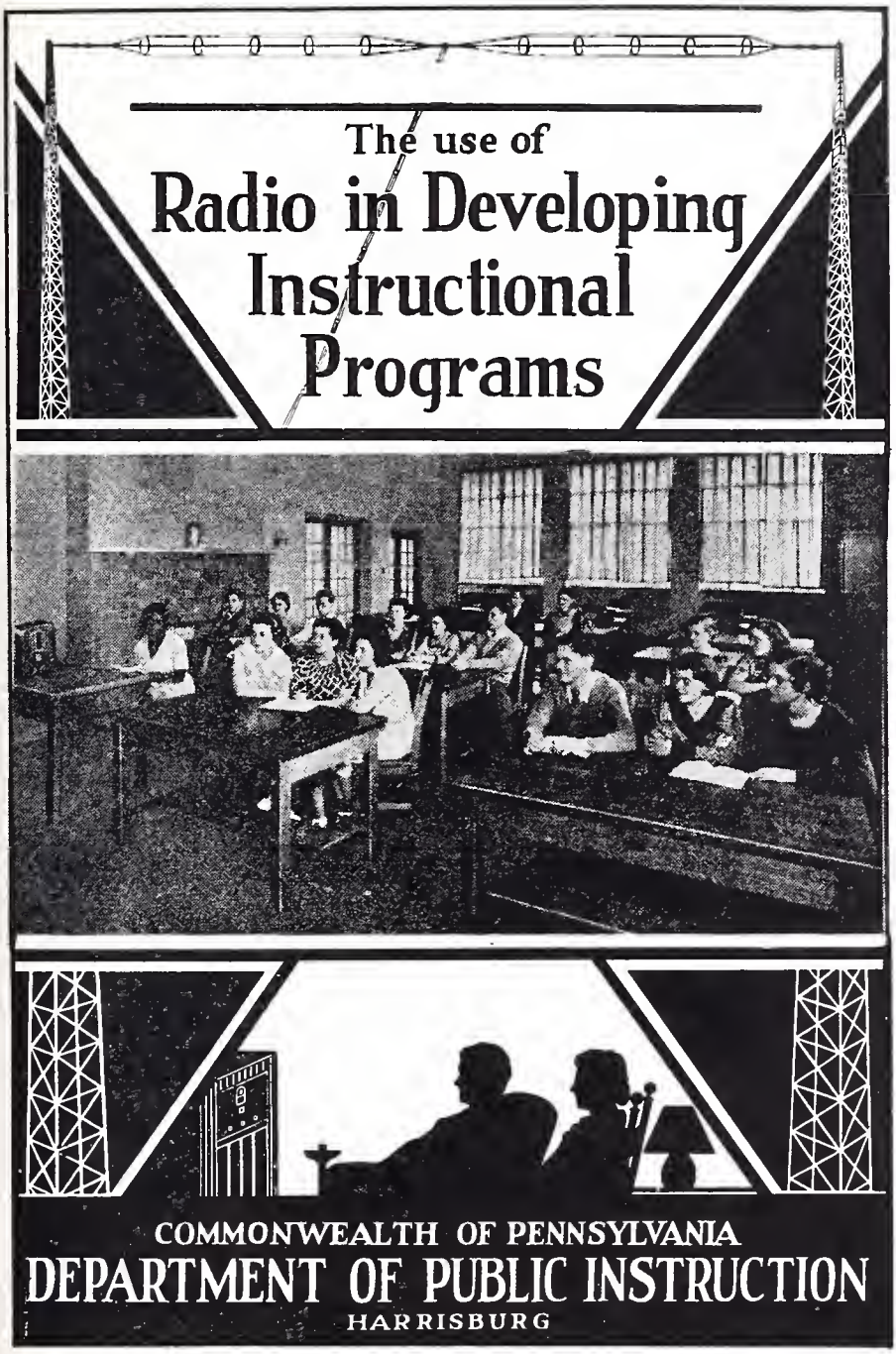



PLATE 7

COVER PAGE—MODEL G

## DEPARTMENT STAFF

LESTER K. ADE, Superintendent of Public Instruction
Chairman, Public School Employes' Retirement Board
Chairman, Board of Presidents, State Teachers Colleges

SAMUEL FAUSOLD, Deputy Superintendent
F. STEWARD HARTMAN, Executive Assistant

## BUREAU OF ADMINISTRATION AND FINANCE

CLARENCE E. ACKLEY, Director
DONALD P. DAVIS, Assistant Director

School Law.....CLARENCE E. ACKLEY, Chief
Child Accounting and Research.....DONALD P. DAVIS, Chief
Child Accounting.....MRS. LEONA SAVAGE, Advisor
Research.....MARY STEVENSON, Advisor
Statistics.....J. HUGH HENDERSON, Statistician
School Plant.....HuBERT C. EICHER, Chief
Institutions.....RICHARD H. KLINE, Engineer
School Districts.....HAROLD N. PHILPOTT, Engineer
Consolidation and Transportation.....LEE L. DRIVER, Chief
School Business.....E. A. QUACKENBUSH, Chief
PRESTON O. VAN NESS, Senior Advisor
ROY CLEAVER, Advisor
D. EDWIN DITZLER, Advisor
Budgetary Control.....FRANCES M. BURKE, Control Accountant
W. M. J. McCLURE, Cost Accountant
GEORGE H. RICHWINE, Appropriation Accountant
WILBUR R. LECRON, Specification Specialist

## BUREAU OF INSTRUCTION

PAUL L. CRESSMAN, Director
WALTER B. JONES, Assistant Director

Elementary Education.....CECILIA U. STUART, Chief
MARGARET P. DURKIN, Advisor
Secondary Education.....H. FRANK HARE, Chief
WALTER E. HESS, Senior Advisor
OLIVER S. HECKMAN, Advisor
Special Education.....ROBERT C. BERNREUTER, Chief
EDNA M. KUGLER, Advisor
Extension Education.....A. W. CASTLE, Chief
Agricultural Education.....H. C. FETTEROLF, Chief
V. A. MARTIN, Advisor
Home Economics Education.....MRS. ANNA G. GREEN, Chief
MRS. EDITH D. DAVISON, Advisor
Industrial Education.....WALTER B. JONES, Chief
W. E. BRUNTON, Advisor
SAMUEL G. CONNER, Advisor
Vocational Rehabilitation.....M. M. WALTER, Chief
Health and Physical Education.....FRANK P. MAGUIRE, Chief
School Nursing.....MRS. LOIS L. OWEN, Advisor
Art Education.....C. VALENTINE KIRBY, Chief
Music Education.....M. CLAUDE ROSENBERRY, Chief
Curriculum Construction.....ALAN O. DECH, Advisor

(Continued inside back cover page)

PLATE 8

INSIDE FRONT COVER—MODEL A

(Concluded from inside front cover page)

## BUREAU OF PROFESSIONAL LICENSING

JAMES A. NEWPHER, Director
W. RAY SMITH, Assistant Director

Pre-Professional Credentials.....JAMES G. PENTZ, Chief
ALBERT J. McGLYNN, Advisor
Registrations and Renewals.....BYRON S. BEHNEY, Chief
W. D. WORST, Supervisor
Law Enforcement (State Boards).....EMANUEL F. SCHIFANO, Chief
Personnel Examinations.....W. RAY SMITH, Chief
EUGENE J. SULLIVAN, Advisor

### PROFESSIONAL EXAMINING BOARDS AND ADVISORY COMMITTEES

State Board of Examiners of Architects
Anthracite Mine Inspectors Examining Board
Mine Inspectors Examining Board for the Bituminous Coal Mines of Pennsylvania
State Dental Council and Examining Board
State Registration Board for Professional Engineers
State Board of Medical Education and Licensure
State Board of Examiners for the Registration of Nurses
State Board of Optometrical Examiners
State Board of Osteopathic Examiners
Osteopathic Surgeons' Examining Board
State Board of Pharmacy
State Board of Examiners of Public Accountants
Board of Veterinary Medical Examiners
Advisory Committee on Barbers
Advisory Committee on Beauty Culture
Advisory Committee on Real Estate

---

The State Library and Museum.....JOSEPH L. RAFTER, Director
MRS. GERTRUDE B. FULLER, Assistant Director
Teacher Education and Certification.....HENRY KLONOWER, Director
Elementary Certification.....JONAS E. WAGNER, Supervisor
Secondary Certification and Placement Service.J. K. BOWMAN, Supervisor
Publications.....EUGENE P. BERTIN, Editor
Finance.....MARION K. McKAY, Consultant

---

Public School Employes' Retirement Board.....H. H. BAISH, Secretary
J. Y. SHAMBACH, Deputy Secretary
Pennsylvania Historical Commission.....FRANK W. MELVIN, Chairman
Pennsylvania State Board of Censors.....
MRS. A. MITCHELL PALMER, Chairman

---

### STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, LESTER K. ADE

George R. Bailey.....Harrisburg
Charles E. Beury.....Philadelphia
Francis R. Cope, Jr.....Dimock
S. Forry Laucks.....York
Marion K. McKay.....Pittsburgh
William S. McLean, Jr.Wilkes-Barre
Emma Guffey Miller..Slippery Rock
Marian Parris Smith....Bryn Mawr
John J. Sullivan.....Philadelphia
Clarence E. Ackley.....Secretary

## PLATE 9

## INSIDE BACK COVER—MODEL A

# Pennsylvania
# An Inventory

of the

**Human and Economic Resources**
**of the Commonwealth**

*Prepared from Reports of the*
Pennsylvania State Planning Board

DEPARTMENT OF PUBLIC INSTRUCTION
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG
1936

PLATE 10
TITLE PAGE—MODEL A

# Safety Education

in the

# Public Schools

A Manual of Organization and Administration

BULLETIN 94

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
1936

PLATE 11
TITLE PAGE—MODEL B

# The PROGRAM

Comprising Practical Philosophy, Present Program, and Advancing Frontiers of Public Education

LESTER K. ADE
Superintendent of Public Instruction

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

October, 1937

PLATE 12
TITLE PAGE—MODEL C

PROCEEDINGS

of the

EDUCATION CONGRESS

1936

on

# EDUCATIONAL PLANNING

Finance

Legislation

Instruction

LESTER K. ADE

*Superintendent of Public Instruction*

Department of Public Instruction

COMMONWEALTH OF PENNSYLVANIA

Harrisburg

1936

**Plate 13**

**Title Page—Model D**

## FOREWORD

The One Hundred Fiftieth Anniversary of Pennsylvania's Ratification of the Constitution of the United States during the week of December 12, 1937, is an event deserving vigorous and enthusiastic recognition in the public schools of the Commonwealth. It affords teachers, pupils, and patrons an opportunity not only to give merited recognition to the eight distinguished sons of our State who helped to frame that great document of our democracy, but to study its provisions with a view to perpetuate the fundamental principles that underlie the Government of our Nation. Through the energetic leadership of Benjamin Franklin, Robert Morris, James Wilson, Gouverneur Morris, Jared Ingersoll, Thomas Mifflin, George Clymer, and Thomas FitzSimons, Pennsylvania became the second State to ratify the Constitution and the first of the large States to approve it.

Therefore, it is singularly appropriate that this Commonwealth should be as fervent and faithful in the celebration of this important anniversary as were the makers and framers of the Great Charter of the Republic a century and a half ago.

To that end the Department of Public Instruction, in cooperation with the Pennsylvania Constitution Commemoration Committee, has prepared this pamphlet of suggestions for use in the schools of the State in planning for the appropriate observance of the One Hundred Fiftieth Anniversary of Pennsylvania's Ratification of that fundamental instrument of our Government.

By stressing the historical and educational character of this observance, immeasurable social values will accrue to the children and youth of Pennsylvania. In this celebration, it will be the privilege of the teachers to carry vital lessons of citizenship to those in whose hands rests the destiny of our country. A coveted opportunity is at hand to reawaken interest and cultivate intelligent understanding of the true principles of our Government.

LESTER K. ADE
Superintendent of Public Instruction

December 1, 1937



PLATE 14
FOREWORD—MODEL A

## FOREWORD

SO that the total personality of the child may be developed it is necessary to think of the school as a unifying center for all childhood experience in the home, in the community, and in the school program. Subject matter and teaching devices are merely a means to an end, and have little significance other than as they further child growth.

School organizations which are effective will be fashioned in terms of child life. The school is no longer an institution with boresome routine and authoritative demands. Meaningless conformity is no longer required. On the positive side the school becomes a self-directing, dynamic society of children. A true picture of progress is expressed in terms of the growth of children as individuals and as members of the social group.

It is through daily living in such schools that the social pattern of the future will be determined. The values desired in life should there be found, enjoyed, and made meaningful. The personality of the child expands as a natural result of this cooperative living.

Accordingly, the school becomes a workshop or laboratory under the guidance of an artist-teacher. Such a teacher has the power to create a social atmosphere that is surcharged with the spirit of industry and mutual helpfulness; he is neither a task-setter nor a timekeeper; he is a comrade and in his presence individual effort and group cooperation are easy and natural; education under his leadership is a privilege and he is aflame with zeal to bring his "benefits" to all the children of his classes.

It is an obligation of the Commonwealth to secure for every classroom and for every group of children effective, understanding teachers who realize the value of challenging experiences in stimulating learning. In the past children have been told to copy, to trace, to imitate, to recite, to memorize, to repeat. The modern teacher provides opportunities for children to investigate, to explore, to plan, to experiment, to create, and to evaluate. Thus the child learns to think constructively and independently, and to work through the situations presented in daily living.

Such an educational program unifies the experiences of the school and the home thereby bringing greater meaning for both children and their parents. The material in this bulletin is intended to encourage teachers to explore new fields with their children and to enjoy with them and their parents the thrill of achievement which can come only when one participates in meaningful life activities.

LESTER K. ADE
*Superintendent of Public Instruction*

December 2, 1935



PLATE 15
FOREWORD—MODEL B

## FOREWORD

### Why Take Inventory?

IN hard cold figures the atlases and the census reports tell us how many miles Pennsylvania covers and how many inhabitants she has. Behind these figures are hidden innumerable interesting facts about Pennsylvania and her people.

If we have any curiosity at all about the State in which we live we want to know some of these facts. We want to know what Pennsylvania's natural resources are and how she uses them, how her people live and work and deal with one another.

Naturally in learning these things we do not think of ourselves as Pennsylvanians only. We are Americans too, and citizens of the world. In getting to know Pennsylvania intimately we can learn, in some degree, of present trends in the whole modern world, with Pennsylvania serving simply as one little cross-section for laboratory dissection.

Knowledge of Pennsylvania's assets and liabilities is even more important to the State government than to individual citizens. Just as a storekeeper cannot plan intelligently for his business without taking an inventory of his present assets and liabilities, so the State cannot plan to meet the future needs of its citizens without a thorough knowledge of present resources and trends. To supply this information the Pennsylvania State Planning Board has been working since 1934, making an inventory of the principal assets, liabilities, and needs of Pennsylvania and her citizens.

This publication summarizes some of the outstanding facts revealed in the Planning Board's reports to the Governor and to the National Resources Board of the Federal government. It is intended to furnish helpful information for use in secondary schools, adult classes, and study groups interested in the development of intelligent citizenship in Pennsylvania.

The document has been prepared from reports of the State Planning Board by Frances B. Williams under the direction of the Board, and the Curriculum Bureau of the Department of Public Instruction.

LESTER K. ADE
*Superintendent of Public Instruction*

September, 1936



PLATE 16
FOREWORD—MODEL C

## FOREWORD

## PROMOTING LIFE AND HAPPINESS

SAFETY EDUCATION has been included in Pennsylvania's program of public education because of the importance of safety in promoting life and happiness. Safety education in the public schools helps to make boys and girls safety conscious; teaches them to face danger as well as to avoid it; and develops social traits so necessary for an appreciation of the feelings of their fellow citizens and the protection of all life.

Public and private agencies have made many notable contributions to the field of safety education. Definite cooperation between the schools and collateral agencies will have the result of tying up school and community activities and in making each community a better place in which to live.

Curriculum experiences intended to develop citizenship activities related to safety; elimination of hazards; safe, hygienic and sanitary school buildings. These are the goals toward which we should strive in organizing the school in such a way as to achieve the objectives set forth in the Children's Charter: "For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly."

The Pennsylvania Legislature has written into the School Laws the teaching of safety education in every public school established and maintained by the Commonwealth.

The Commonwealth, through all of its governmental agencies, is making an effort to protect its children and its citizens. The agencies more particularly interested in safety for childhood include the Department of Public Instruction—through the development of a general safety education program; the Bureau of Motor Vehicles of the Department of Revenue—through the development of safe motor vehicle laws and the activities of the Highway Patrol; the Department of Highways—through the development of safe roads; the Department of Labor and Industry—through the development of safe building standards and industrial shop standards.

Many other departments have important safety programs. All are cooperating with agencies and organizations developed for the purpose of making Pennsylvania a safer and a happier place to live, and a better place in which to do business.

LESTER K. ADE
*Superintendent of Public Instruction*

December, 1935



PLATE 17
FOREWORD—MODEL D

## ACKNOWLEDGMENTS

This bulletin is a cooperative project developed with representatives of the Pennsylvania Department of Health and the Pennsylvania Department of Public Instruction in collaboration and cooperation with nutrition agencies throughout the State. The following persons have had some part in the preparation of the material:

William H. Bristow, Director, Curriculum Bureau, Department of Public Instruction

John F. Brougher, Advisor, Secondary Education, Department of Public Instruction

Doctor Lee L. Driver, Chief, Rural Schools, Department of Public Instruction

John W. German, Chief, Division of Medical School Inspection, Bureau of Health Law Enforcement, Department of Health

Mrs. Anna G. Green, Chief, Home Economics Education, Department of Public Instruction

Helen C. Markell, Consultant, Child Accounting, Department of Public Instruction

Helena McCray, Advisor, Kindergarten and Elementary Education, Department of Public Instruction

W. G. Moorhead, Chief, Health and Physical Education, Department of Public Instruction

Doctor Mary Riggs Noble, Chief, Pre-school Division, Bureau of Child Health, Department of Health

Doctor Paul A. Rothfus, Deputy Secretary of Health, Department of Health

The initial preparation of the material was done by Miss Virginia Reynolds as a part of a CWA project. The final editing is the work of Mrs. Anna G. Green, Chief, Home Economics Education, and the bulletin was prepared for printing by D. M. Creswell, Department Editor. The committee worked under the direction of W. H. Bristow, Director, Curriculum Bureau, Department of Public Instruction.



Plate 18

Acknowledgments—Model A

## ACKNOWLEDGMENTS

IN THE development of this Arbor Day and Bird Day Bulletin, the Department of Public Instruction has had the help and cooperation of a number of other agencies and individuals. An original committee was appointed to study the general problem of school ground beautification. Mr. C. Valentine Kirby, Director of Art, Department of Public Instruction, was chairman of that committee. Other members of the committee were as follows: Mr. C. R. Meek, Chief, Bureau of Extension, Department of Forests and Waters; Mr. E. H. Flickinger, Bureau of Municipal Affairs, Department of Internal Affairs; Dr. J. Horace McFarland, State Art Commission; Dr. Lee L. Driver, Director, Rural Schools Division, Department of Public Instruction; Mr. Harry Stone, Assistant Director, School Buildings Division, Department of Public Instruction; Mr. H. C. Fetterolf, Director, Agricultural Education Division, Department of Public Instruction.

It was decided to enlarge the bulletin so as to include a more comprehensive program covering suggestions for Arbor Day and Bird Day. The section of this bulletin which deals with Arbor Day and Bird Day activities was prepared by the following: Miss Helen Purcell, Director, Kindergarten and Elementary Education Division, Department of Public Instruction, chairman; Mr. John F. Brougher, Assistant Director, Secondary Education Division, Department of Public Instruction; Miss Helena McCray, Supervisor, Health and Physical Education Division, Department of Public Instruction; Mr. C. D. Vibberts, Supervisor, Health and Physical Education Division, Department of Public Instruction.

Dr. Thomas E. Winecoff, Bureau of Education, State Game Commission, contributed the article on birds. Dr. E. M. Gress, Botanist, Bureau of Plant Industry, Department of Agriculture, and Mr. R. Lynn Emerick, Bureau of Research and Information, Department of Forests and Waters, assisted materially in questions relating to flowers and trees.

The editing of this bulletin was done by Miss Helen Purcell, Director, Kindergarten and Elementary Education Division, Department of Public Instruction, and Mr. D. M. Cresswell, Department Editor.



PLATE 19

ACKNOWLEDGMENTS—MODEL B

## ACKNOWLEDGMENTS

CLASSES for the mentally retarded have been in operation in Pennsylvania for forty years. They were among the first in the country. Many of those who labored faithfully and sympathetically to bring educational opportunity to pupils, who through no faults of their own were trailing their fellows and stigmatized as laggards, are still actively engaged in this work. They witnessed significant changes in the conceptions of mental defect. They witnessed the genesis of a practical psychology applicable to specific educational problems, the formulation of classifications differentiating mental competency, and the construction and refinement of tests for classification purposes. The cumulative experience in the intelligent use of the knowledge and means accruing from this development on the part of those endeavoring to provide a suitable and effective educational program for the mentally retarded pervades the contents of this bulletin. Their efforts are worthy of our acclaim.

In the last decade the Department of Public Instruction has attempted to organize and correlate teaching precedures which would eventuate in a practical, purposive, integrated educational program for the mentally retarded. During this time the following fourteen school districts collaborated with the Division of Special Education in conducting regional conferences to demonstrate, after careful preparation, the coordination and integration of all classroom activities centered in a practical unit of study: Abington, Chambersburg, Erie, Harrisburg, Lancaster, Latrobe, Lebanon, Lewistown, Monaca, Palmerton, Plymouth, Reading, Scranton, and West Chester. Out of these conferences have come a critical evaluation of techniques and devices.

Classroom practices suggested in this bulletin are in a large measure the contribution of these conferences and the effective work which has been done by teachers of the orthogenic backward throughout the Commonwealth. To the school authorities and teachers who have cooperated in this development sincere appreciation is acknowledged.

This bulletin was prepared by Dr. Frank H. Reiter, Chief, Special Education and Miss Edna M. Kugler, Adviser, Special Education, as a part of the general curriculum program developed under the direction of Mr. William H. Bristow, Director, Bureau of the School Curriculum.



PLATE 20

ACKNOWLEDGMENTS—MODEL C

## ACKNOWLEDGMENTS

In the preparation of this bulletin, acknowledgment is made for the kind assistance given by the following individuals in assembling the factual information concerning the historical development of extension education within the Commonwealth used in Section I on the Development of Extension Education in Pennsylvania.

Superintendent Edwin C. Broome, Philadelphia Public Schools
Superintendent Ben G. Graham, Pittsburgh Public Schools
Superintendent Thomas H. Ford, Reading Public Schools
Superintendent John C. Diehl, Erie Public Schools
Superintendent John H. Dyer, Scranton Public Schools
Superintendent Harry E. Gress, Lancaster Public Schools
Superintendent Hiram W. Dodd, Allentown Public Schools
Superintendent Joseph B. Richey, McKeesport Public Schools

Acknowledgment is also made to Charles M. Emerick, Director of the State Emergency Education Staff, and to Eleanor Emerson, State Supervisor of Workers' Education in the emergency education program, for contributions in their respective fields.

This bulletin was prepared by A. W. Castle, Chief, Extension Education, Bureau of the School Curriculum, Department of Public Instruction, and edited by D. M. Cresswell, Editor, Department of Public Instruction.



PLATE 21

ACKNOWLEDGMENTS—MODEL D

## CONTENTS

Page

Foreword ..... IV

Suggestions for a Commemoration Program in the Public Schools 1

Point of View

General Suggestions for Developing a Program

Suggested Activities for the Elementary School ..... 3

I. Dramatizations

II. Trips

III. Art

IV. Writing and Speaking

V. Study of the Government of the Community

VI. Study of Constitution

VII. Collecting Materials

Suggested Activities for the Secondary School ..... 6

I. Dramatizations

II. Art

III. Field Trips

IV. Writing and Speaking

V. Music of the Period

VI. Assembly Programs

VII. Exhibits of Materials Prepared by Pupils

VIII. Collections of Pictures, Clippings, Pamphlets, and Posters, for a Library or Bulletin Board Exhibit

APPENDIX

Pennsylvania and the Ratification of the Constitution ..... 9



PLATE 22

CONTENTS—MODEL A

## CONTENTS


| | | *Page* |
|---|---|---|
| | Foreword | |
| I | Chart of Organization for Community Planning of Education and Recreation | 1 |
| II | List of Established Organizations that may be Represented on the Community Council for Education and Recreation | 2 |
| III | Introductory Facts Reflecting Community Problems | 3 |
| IV | Organization of a Community Council | 6 |
| V | Helps Available to the Community Council | 7 |
| VI | Work of the Community Council for Education and Recreation | 10 |
| VII | Activities that may be developed in a Community Program | 19 |
| VIII | Philosophy and Method Involved in Community Education and Recreation | 23 |
| IX | Organizations and Agencies Equipped to Supply Assistance for Community Education and Recreation | 25 |
| X | Bibliography | 29 |
| XI | Suggested Outline for the Organization of a Local Community Council on Education and Recreation | 35 |




PLATE 23

CONTENTS—MODEL B

# CONTENTS


| | | PAGE |
|---|---|---|
| Part I | Financing Public School Education | 1 |
| Part II | A Functioning State Council of Education | 10 |
| Part III | Square Deal for Fourth Class Districts | 18 |
| Part IV | Some Injustices from Which Teachers Suffer | 23 |
| Part V | Some Governing Considerations | 27 |
| Part VI | Minimum Standards | 31 |
| Part VII | Educational Costs | 44 |
| Part VIII | Researching and Planning | 53 |
| Part IX | Administrative School Units | 65 |
| Part X | Taxation Formulas | 87 |
| Part XI | Unanswered Questions | 92 |
| Part XII | Factual Summary | 98 |
| Part XIII | Teacher Preparation | 112 |
| Part XIV | Summary of Recommendations | 122 |
| Appendixes | | |
| A. | Cost and Method | 133 |
| B. | Excerpts and Data | 135 |




PLATE 24

CONTENTS—MODEL C

## CONTENTS


| | Page |
|---|---|
| Journalistic Writing in the Secondary School | 7 |
| Unit I—Background and Influence of the Press | |
| Historical Background | 9 |
| Study of Modern Newspapers | 11 |
| Study of Modern Magazines | 11 |
| Influence of the Modern Press | 12 |
| Unit II—Gathering the News | |
| What Is News | 13 |
| News Sources | 13 |
| How to Gather News | 14 |
| Unit III—Preparation of Copy | |
| Development of the News Story | 15 |
| Preparation of Copy | 15 |
| Style Book Usage | 16 |
| Copy Reading | 16 |
| Unit IV—Reporting Meetings and Special Features | |
| Reporting Meetings | 17 |
| Editorial Writing | 17 |
| Feature Writing | 18 |
| Humor Writing | 18 |
| Sports Writing | 19 |
| Column Writing | 19 |
| Writing Advertisement Copy | 20 |
| Telling a Story | 20 |
| Selecting Poetry | 21 |
| Writing an Essay | 21 |
| Studying the Magazine | 21 |
| Writing an Interview | 22 |
| Defining the Human Interest Story | 22 |
| Studying the Review | 23 |
| Unit V—Headlines, Makeup, Dummy, and Proof Reading | |
| Headline Writing | 24 |
| Principles of Makeup | 24 |
| Proof Reading | 25 |
| Unit VI—Staff Organization and Mechanical Features | |
| Staff Organization | 26 |
| The Printing Process | 26 |
| Engraving | 27 |
| Law of Libel | 27 |
| Bibliography | |
| Historical | 28 |
| General | 28 |
| News Writing and Editing | 29 |
| Copy Reading, Proof Reading, and Typography | 30 |
| Advertising | 30 |
| Stories about Journalism | 30 |
| Biography, Essays, Short Stories, and Poetry | 30 |




PLATE 25

CONTENTS—MODEL D

## CONTENTS


| | Page |
|---|---|
| THEORY AND APPLICATION OF THE CONFERENCE METHOD | 7 |
| A. The Conference Idea | 7 |
| Theory of the Conference | 7 |
| Possibilities and Limitations of the Conference Method | 7 |
| B. The Meeting | 8 |
| Size of Groups | 8 |
| Members of a Group | 8 |
| Room and Seating | 9 |
| Length of Period | 9 |
| Time of Meeting | 9 |
| Frequency of Meeting | 10 |
| C. The Leader | 10 |
| Qualifications and Training of a Leader | 10 |
| Relation of Leader to Conference Group | 11 |
| Leader's Knowledge of the Subject | 11 |
| D. Conducting the Conference and Methods of Teaching | 12 |
| The Lecture Method | 12 |
| The Teaching Method | 12 |
| The Conference or Discussion Method | 12 |
| Purpose of Conference | 13 |
| Types of Conference | 14 |
| Preparation for Discussion | 15 |
| Use of Information in Conference | 15 |
| Language Used | 16 |
| Presentation of Topic | 17 |
| Devices Used in Conference | 17 |
| Creating Proper Atmosphere | 22 |
| Getting Men to Talk | 22 |
| Controlling the Discussion | 24 |
| Summaries and Conclusions in the Conference | 26 |
| A SUMMARY OF THE ESSENTIALS OF THE CONFERENCE METHOD | 29 |
| A TYPE CONFERENCE | 31 |
| BIBLIOGRAPHY | 42 |




PLATE 26

CONTENTS—MODEL E

## CONTENTS

GENERAL SESSION

PAGE

EDUCATIONAL PLANNING FOR PENNSYLVANIA
DR. LESTER K. ADE
*Superintendent of Public Instruction* ..... 7

APPRAISING THE PROGRAM OF A STATE DEPARTMENT OF PUBLIC INSTRUCTION
DR. JAMES B. EDMONSON
*Dean School of Education, University of Michigan* ..... 18

PANEL DISCUSSIONS

FINANCING PUBLIC EDUCATION ..... 25

SUGGESTED SCHOOL LEGISLATION FOR PENNSYLVANIA ..... 30

PROBLEMS IN THE IMPROVEMENT OF INSTRUCTION:
THE IMPROVEMENT OF TEACHING ..... 39
THE IMPROVEMENT OF CURRICULUM ..... 42

THE CONGRESS LUNCHEON

GREETINGS FROM GOVERNOR GEORGE H. EARLE
BY THE HONORABLE LUTHER A. HAAR
*Secretary Department of Banking* ..... 45

FEDERAL EDUCATIONAL PLANNING
DR. JOHN W. STUDEBAKER
*United States Commissioner of Education* ..... 47

FREEDOM AND EDUCATION
DR. R. L. WEST
*President State Teachers College, Trenton, N. J.* ..... 59



PLATE 27

CONTENTS—MODEL F

## CONTENTS


| | | Page |
|---|---|---|
| | FOREWORD | 5 |
| I | UNDERLYING PHILOSOPHY AND SCOPE | 7 |
| II | STATE COUNCIL OF EDUCATION | 11 |
| III | BUREAU OF ADMINISTRATION AND FINANCE | 12 |
| | School Law | 12 |
| | Child Accounting and Research | 12 |
| | School Plant | 13 |
| | Consolidation and Transportation | 14 |
| | School Business | 16 |
| | Budgetary Control | 17 |
| IV | TEACHER EDUCATION AND CERTIFICATION | 19 |
| | Teacher Education | 19 |
| | Teacher Certification | 20 |
| | Teacher Placement | 21 |
| V | THE BUREAU OF INSTRUCTION | 23 |
| | Elementary Education | 23 |
| | Secondary Education | 24 |
| | Special Education | 25 |
| | Extension Education | 26 |
| | Agricultural Education | 27 |
| | Home Economics Education | 28 |
| | Industrial Education | 29 |
| | Business Education | 29 |
| | Vocational Rehabilitation | 30 |
| | Health and Physical Education | 31 |
| | Art Education | 32 |
| | Music Education | 32 |
| | Curriculum Construction | 33 |
| VI | STATE LIBRARY AND MUSEUM | 35 |
| | General Library | 35 |
| | Extension Library | 35 |
| | Archives | 36 |
| | Law Library | 36 |
| | Museum | 37 |
| VII | BUREAU OF PROFESSIONAL LICENSING | 38 |
| | Pre-Professional Credentials | 38 |
| | Registrations and Renewals | 39 |
| | Law Enforcement | 40 |
| | Personnel Examinations | 40 |
| VIII | ADDITIONAL FUNCTIONS OF THE DEPARTMENT | 42 |
| | Publications and Public Relations | 42 |
| | Pennsylvania Historical Commission | 43 |
| | Pennsylvania State Board of Censors | 44 |
| IX | PUBLIC SCHOOL EMPLOYES' RETIREMENT BOARD | 45 |




PLATE 28

CONTENTS—MODEL G

## CONTENTS


| | Page |
|---|---|
| Geographic Education | 3 |
| Acknowledgments | 4 |
| Geographic Education in the Elementary and Secondary Schools | 7 |
| Fourth Year | 22 |
| General Survey for the Year | 22 |
| Suggestions for Development of Units | 24 |
| Bibliography | 40 |
| Fifth Year | 41 |
| General Survey for the Year | 41 |
| Suggestions for Development of Units | 43 |
| Bibliography | 67 |
| Sixth Year | 72 |
| General Survey for the Year | 72 |
| Suggestions for Development of Units | 73 |
| Bibliography | 97 |
| Seventh Year | 106 |
| General Survey for the Year | 106 |
| Suggestions for Development of Units | 108 |
| Bibliography | 133 |
| Eighth Year | 138 |
| General Survey for the Year | 138 |
| United States in Its World Relations | 139 |
| Major Objectives | 139 |
| Materials | 141 |
| Titles of Suggested Units | 141 |
| Special Unit with Suggestions | 143 |
| Bibliography | 150 |
| The Geography of Pennsylvania and Local District | 153 |
| Major Objectives | 153 |
| Geographic Tools | 154 |
| Titles of Suggested Units | 155 |
| Suggestions for Development of Units | 156 |
| Special Unit with Suggestions | 164 |
| Bibliography | 170 |
| Appendix I—Visual and Other Sensory Aids for Geography Education | 175 |
| Appendix II—Geography Tests | 179 |
| Appendix III—Directory of Publishers | 181 |




PLATE 29

CONTENTS—MODEL H

## CONTENTS


| | Page |
|---|---|
| Adult Education and Social Unity | 3 |
| Acknowledgments | 4 |
| I. Development of Extension Education in Pennsylvania | 8 |
| II. Present Demand and Status | 13 |
| III. Scope of Extension Education for Adults | |
| Immigrant Education | 19 |
| Extension Elementary Education | 19 |
| Extension Secondary Education | 20 |
| Community Centers | 21 |
| Parent Education | 22 |
| Workers' Education | 23 |
| Summer High Schools | 23 |
| University Extension Information Service | 24 |
| Home Study Information Service | 24 |
| IV. Significant Aspects of Adult Education | |
| Community Organization of Adult Education Programs | 25 |
| The Administration of Adult Education in Smaller Boroughs and Rural Areas | 25 |
| The Use of Correspondence Courses | 26 |
| Organization of Classes and Enrolment of Pupils | 26 |
| Credit and Non-Credit Evening High School Courses | 27 |
| Home-Study Opportunities | 28 |
| Methods and Techniques in Adult Education Class-work | 28 |
| Local Leadership | 31 |
| V. Legislative Provisions | 33 |
| VI. Minimum Standards Covering Reimbursement | 35 |
| VII. Minimum Standards Covering Accreditment of Evening High Schools | 36 |
| VIII. Minimum Standards Covering Approval of Summer High Schools | 39 |
| IX. Regulations Covering the Use of High School Correspondence Courses | 41 |
| X. Adult Education in the Field of Higher Education | 43 |
| XI. Conclusion | 45 |




PLATE 30

CONTENTS—MODEL I

## LIST OF ILLUSTRATIONS

A Circus Project Follows a Unit of Study on the Farm.....Frontispiece
Household Arts Training in a Multiple Unit for the Orthogenic Backward ..... 22
Individual Bins for Unfinished Handwork ..... 27
Diversfied Manual Activities Adapted to Individual Abilities..... 30
Learning by Doing ..... 34
Constructing a Miniature Post Office.....Facing page 34
Miniature House Constructed by an Orthogenic Backward Class..... 38
Front Interior View of Miniature House ..... 38
Back Interior View of Miniature House ..... 39
Activities Correlated with a Home Project ..... 42
Plan for Single Unit Orthogenic Backward Classroom.....[Insert]



PLATE 31

LIST OF ILLUSTRATIONS—MODEL A

## LIST OF ILLUSTRATIONS

### Graphs


I. Foreign-Born-White, Non-English-Speaking Population Graph for the United States by States ..... 10
II. Foreign-Born-White, Non-English-Speaking Population Graph for Pennsylvania by Counties 11
III. Total Illiteracy Graph for the United States by States ..... 14
IV. Total Illiteracy Graph for Pennsylvania by Counties ..... 15
V. Foreign-Born-White Illiteracy Graph for the United States by States ..... 18
VI. Foreign-Born-White Illiteracy Graph for Pennsylvania by Counties ..... 19
VII. Native-White Illiteracy Graph for the United States by States ..... 22
VIII. Native-White Illiteracy Graph for Pennsylvania by Counties ..... 23
IX. Negro Illiteracy Graph for the United States by States ..... 26
X. Negro Illiteracy Graph for Pennsylvania by Counties ..... 27
XI. Male Alien Population Graph for Pennsylvania by Counties ..... 30
XII. Female Alien Population Graph for Pennsylvania by Counties ..... 31
XIII. Population Characteristics Trends for Pennsylvania in Numbers and Percentages, 1890-1930 ..... 34


### Tables


I. Population Characteristics ..... 20-21
II. Population Characteristics and Trends for Pennsylvania ..... 28-29




Plate 32

List of Illustrations—Model B

## INTRODUCTION

THE FIRST school attendance law was passed by the Pennsylvania General Assembly in the year 1895. Since then public sentiment has been at work constantly effecting higher legal requirements regarding the school attendance of all the children of all the people of the Commonwealth.

As the length of the child's school life increased, the older methods of dealing with the problems of irregular school attendance were found to be inadequate to meet the problems of the adolescent child and his home environment. For this reason Section 1432 of the Pennsylvania School Laws was changed by the General Assembly in 1929 to permit the employment of home and school visitors.

## PURPOSE

Irregular school attendance is recognized as a symptom of the child's social maladjustment caused by influences either within the home or the school environment. It is the duty of the home and school visitor to find the cause of this maladjustment, and to work out a plan of social adjustment for the child. This work, involving an intensive study of the relationships of the interacting personalities that touch the child's life, requires the services of a trained worker.

## AIMS OF HOME AND SCHOOL VISITOR PROGRAM

A. GENERAL AIM—The individual school child's complete adjustment to life situations.

B. SPECIFIC AIMS:

1. To discover through contacts both inside and outside the school, the cause of pupil maladjustment and to bring about an understanding of these maladjustments by both school and home.
2. To remove, if possible, the causes of physical, emotional and social maladjustments.
3. To assist in bringing the handicapped child and his parents to an understanding and a willingness to accept special educational facilities, particularly when the local school district cannot provide within its own borders educational opportunities for physically and mentally handicapped children.
4. To prevent the development of habits of delinquency, by the correction of the child's emotional and environmental difficulties.
5. To cooperate with local and state social agencies in providing for every child who is in need, a minimum of health, security, and happiness.

OCTOBER, 1936

PLATE 33

INTRODUCTION—MODEL A

# INTRODUCTION

## SUGGESTIONS FOR A COMMEMORATION PROGRAM IN THE PUBLIC SCHOOLS

### Point of View

Education must develop individuals who not only understand the ways in which changes in our social and economic world are being brought about today but also realize the significance of changes made in the past. It is through such education that individuals emerge with a sense of their obligations to society and their fellowmen.

The Constitution of the United States upon its adoption by the states was not only a radical departure from the principles of government upon which all other countries were then operating, but quickly became the model for the establishment of similar modes of government in other countries; and the ratification of the Constitution by Pennsylvania marks a milestone in the struggle of the colonies to build on a solid foundation the democracy for which they had fought so bitterly. The significance of the formation of the Constitution and its ratification is sufficiently great to warrant the school's devoting some time to a study of Pennsylvania's part in the establishment of those principles by which our country should operate as a democracy.

A study of the problems involved in developing the statutes embodied in the Constitution will enable the children of our great Commonwealth to appreciate more deeply the importance of that document and to interpret with greater clarity the present main issues revolving about it. The lives of the men who fought for its adoption in Pennsylvania and throughout the country are an inspiration to all boys and girls.

The children of Pennsylvania are living in a period of rapid social change. Directly and indirectly they are being affected by conditions over which they have no control but of which they should have some understanding. Only as intelligent members of society can they participate effectively in the solution of the problems by which they are now affected and which they must help to solve as adults. Their attitudes and points of view are formed and modified by their daily experiences outside and inside the school. The responsibility of the schools to assist our youth in developing desirable civic attitudes and become intelligent citizens is indeed great.

### General Suggestions for Developing a Program

In the elementary school it would seem advisable to place most emphasis upon a study of the life and customs of the people of colonial times. Abstract and philosophical discussions of most questions and problems are hardly suitable for young children. As a background for understanding the setting and conduct of the people who framed our Constitution and made it effective the customs and habits of the colonial period are important. Visits to local places of historic interest, historical museums and collections,

October, 1936

Plate 34

Introduction—Model B

# INTRODUCTION

## CHARACTERISTICS OF A VITALIZED PROGRAM OF ELEMENTARY EDUCATION

The curriculum of the elementary school has evolved to more nearly meet the interest and needs of growing children. To formal reading, arithmetic, and history have been added subjects and activities such as music, art, health, and science. Courses of study have been reorganized to eliminate questionable items such as cube root, partial payments, and the minutia of place geography and of sanguinary history. Reorganizations of courses of study have further tended to place emphasis upon those things within the interest range of young children and to stress activities which would develop "powers" as opposed to "mere memorization."

The scientific determination of objectives, measures of intelligence and of school achievement, and newer techniques of teaching have been developed and widely used. The total growth of the individual child has become the object of professional concern. Attempts to care more adequately for the development of personality have resulted in innovations in school organization and administration. Platoon school organizations, the Winnetka plan, the Dalton plan, and the Cooperative Group plan are evidences of attempts to adapt and reorganize school programs to more nearly meet the needs of children. Grouping or sectioning within separate grades, and promotions based upon objective measurement are further evidences of widespread adaptations.

The physical needs of children have come to be more generally recognized in the construction and equipment of school buildings. Lighting, heating, and ventilation standards have been developed. At least two to five acres of play space has become a national recommendation for elementary schools.

Kindergartens have been organized and legally established as a part of the school system. In a few communities the nursery school has been made a part of the basic school program. Diagnostic and remedial services for individual children are widely used. Special classes for mentally and physically atypical children are found in most well organized school systems. Programs of continuous curriculum construction and revision are general in recent years. Parent-teacher associations are almost universal. Parent-teacher-pupil-community relationships have been established, making for closer cooperation and understanding.

The elementary school of the past was the product of the early frontier life of a great new country. As has been pointed out by an eminent educator,[1] "The three r's . . . go back to the time when children got their education at home and only went to school for 'book learning.' In that day, home was a place where father and boys and mother and daughters all lived and worked together. The ideals and habits of life, the actual manners and morals were learned by the children as they practiced these things along with

[1] Kilpatrick, W. H. "A Plea for School Fads." *New York Times*, February 5, 1933.

October, 1936

Plate 35

Introduction—Model C

# INTRODUCTION

## BASIC CONSIDERATIONS FOR ELEMENTARY EDUCATION

There is emerging a philosophy of education designed to meet the needs of child life in a modern world to which large numbers of the teaching profession willingly and enthusiastically subscribe. Educational thinking is crystallizing around a few fundamental concepts, acceptance of which will result in modifying and adapting practices to conform to these new concepts.

The philosophy of John Dewey is basic to most of this educational thinking. He maintains that education is life; that education is growth; that education is a social process; that education is a continuous reconstruction of experience.

Education is Life—Education is life, a continuous process, both in and out of school. The child should be dealt with as a personality with a life to live, a life which must be lived each day as it comes. To the extent that this everyday living is vital the child will grow in ability to adapt himself to changing conditions and be prepared to meet the problems of life as they are confronted.

Education is Growth—The process of education is the development that takes place from day to day. Since growth is continuous in some measure, education is taking place at all times. Society will be served best by an education that continues through life. All cannot be learned in childhood. It is wasteful and inefficient to attempt to teach many things which will be forgotten before they will be needed.

Education is a Social Process—Free public schools have been developed to assist in perpetuating, and more fully realizing democratic ideals. It was the hope of the founders of our country that the public school program would be planned to this end. Since living is a social affair, to be effective much of education must go on in a social group. To prepare for life in a democracy, the school must be democratic both in its instructional program and in its organization and method. Democratic ideals can be realized only as democracy is conceived of as a way of living. Consequently, schools must be democratic institutions in which children learn to share and cooperate, work and play, meet difficulties and solve problems with their companions in order that they may grow into worthy citizenship as a result of their experiences.

Education is a Continuous Reconstruction of Experience—New experiences are interpreted in the light of past experiences. Each day of a child's life is affected by what has happened on former days. Each novel factor in a situation is adapted and interpreted in the light of previous experience. With each new experience a reorganization of experience takes place in the light of this new experience. Education is then an ever present activity—a reconstruction of experience.

October, 1936

Plate 36

Introduction—Model D

## INTRODUCTION

# LANGUAGE AND LITERATURE IN SECONDARY SCHOOLS

SUGGESTIONS for developing English courses of study are being published in a number of parts for convenience of use. The first of these bulletins deals with literature.

The primary purpose of these suggestions, when completed, will be to assist teachers in organizing learning exercises which will enable pupils to extend their literary appreciation and enjoyment, provide them with a technique of reading, develop ability to organize ideas clearly, correctly and concisely, and acquire usage habits necessary for effective use of the mother tongue.

### The Integration of Experiences in English

While separate English monographs are being printed, it is not intended that the various phases of the English course are to be taught as separate and unrelated divisions or by different teachers. It is recognized that in developing learning exercises in the field of English it will often be necessary to emphasize at different times and for different purposes, various aspects of the program such as speech, written expression, techniques of reading, and experiences with informational and entertaining literature. Such emphasis, however, must be made in such a way as to insure that those dealing with the pupil will consider him as an integrated personality and that all plans will be directed toward the pleasures and values of language expression. The way in which English is treated in a given school will depend upon the facilities available, and the organization of the other features of the school program. The suggestions in this series will be found sufficiently diversified in content and flexible enough to make possible adaptions to meet individual, vocational, and school needs.

A language program to be most effective will require administrative support to make possible home cooperation in the pupil's own efforts to improve his language habits. Many plans for such cooperation are being developed in secondary schools in Pennsylvania and elsewhere.*

The use of English, not only in the classroom, but in out-of-school activities, and in the home will be potent influences in determining the nature of an effective English program. The experiences of the pupil outside the classroom frequently do more to condition his learning than the work in the classroom.

Cooperation within the school is equally important. Only through such a policy can we make certain the consistent maintenance of skills already acquired, the cumulative learning

* Shepherd, E. E. and others. English instruction in the University High School. University of Chicago Press. 1933.

October, 1936

Plate 37

Introduction—Model E

# IV

# TEACHER EDUCATION AND CERTIFICATION

INCLUDED under the services of Teacher Education and Certification are the activities concerned with the problem of supplying well-prepared teachers for the classrooms of the public schools of the Commonwealth. To accomplish this purpose the work is carried forward under three well defined objectives: Teacher Education, Teacher Certification, and Teacher Placement. Cooperating bodies in these important functions are the Board of Presidents of the State Teachers Colleges and the Boards of Trustees of these fourteen institutions. To correlate all these agencies the Head of Teacher Education and Certification serves regularly as Secretary of the Board of Presidents and of their Committee on Curriculum Revision.

## TEACHER EDUCATION

In the field of Teacher Education, the Division coordinates the activities of the liberal arts colleges and the state teachers colleges and acts for the State Council of Education in a supervisory capacity with respect to the maintenance of adequate standards in all accredited colleges and universities. Petitions for approval of teacher education facilities and permission to grant baccalaureate degrees are referred to the Teacher Education Office for study and subsequent report to the State Council. The professional policies of the Board of Presidents of the State Teachers Colleges are administered through this office also.

The State and Federal program for the education of vocational teachers is coordinated through the Teacher Division. The program itself, which covers agriculture, home economics, business, and industrial education, is decentralized and the details are carried on at designated state institutions of higher learning. With the inevitable expansion of the program in these fields caused by the increased subsidies to be made available under the new George-Deen Federal Act (effective July 1, 1937) there is anticipated a considerable shortage of vocational teachers and supervisors. Accordingly, particularly emphasis is being given to this phase of teacher education at present. Other new developments in the field of professional preparation are taking place in safety instruction, special education, rural education, teacher-librarianship, and elementary industrial arts.



PLATE 38

CHAPTER HEADING—MODEL A

# Part One

# HUMAN RESOURCES

## I—Who Are Pennsylvanians?

Population figures may seem like the driest of statistics, but actually they are the central core of the whole human drama. War, famine, imperialism, unemployment—all may be brought about by populations that grow too rapidly. On the other hand a population's decrease in size may be responsible for a gradual decline in its civilization.

Every phase of Pennsylvania life treated in these pages, from housing and education to manufacturing and selling, is powerfully affected by population changes. For that reason any clear knowledge of modern Pennsylvania must begin with an understanding of those apparently dry little figures in the census reports.

### How Many People?

In 1930 the population of Pennsylvania was 9,631,350. This was more than twice as much as the population of New Jersey and Delaware combined, and nearly as large as the population of Ohio, West Virginia, and Maryland all put together. Among all the states only New York had a larger number of inhabitants.

Pennsylvania's population is not growing nearly so fast as it once did. Half a century ago the growth was rapid. The 1890 census revealed 1228 people in the State for every 1000 in 1880. This was a gain of nearly one-fourth. The increase shown by recent census have been much smaller. Between 1920 and 1930 there was a gain of only 105 (or a little over one-tenth) in every thousand population, and present indications are that when the 1940 census is taken it will show an increase over 1930 of only 30 or 40 in each thousand.

Unless this tendency changes Pennsylvania's population soon will begin to grow smaller instead of larger. If this happens it will be something new in the State's history, and will have a decided effect on the lives of all of us.

It will mean that there will be continually fewer children and young people, but more adults and old people. This will make changes necessary in the school system, in the building of houses, in planning for work, for play, and for every part of living. (See p. 2)

There are two reasons why Pennsylvania's population is not growing so fast as it formerly did: fewer babies are being born and more people are moving out of the State than into it. In 1910 there were 26.5 babies born for every thousand Pennsylvanians, but in 1930 there were only 19.6. Experts in population trends predict that Pennsylvania's birth rate will fall even lower than this within the next twenty-five years. (See p. 3)

Probably the population already would have ceased to show even this slight increase if it were not that the average length of life is greater now than it formerly was. The number of deaths among infants and young people has been lessened so much by modern



PLATE 39

CHAPTER HEADING—MODEL B

# PART II

## ORGANIZATION AND MANAGEMENT

IN ADDITION to conformity with the standards adopted by the State Council of Education, certain other conditions are essential to the establishment of optimum educational situations for the orthogenic backward. These relate to the type of special class, classroom organization and management, and to methods of classroom procedure.

### Single and Multiple Units

The type of special class organization effected will be governed by the number of pupils requiring special education, the age and residence of the pupils selected, and available housing facilities. In some districts, where more than one special class is required, centralization may be feasible and desirable; in other districts single unit classes, conveniently located, are more practical; while in other situations a combination plan is more suitable, i. e., single classes in outlying sections of the district for the younger children with a centralized school or schools in the more thickly populated sections for the older and more capable pupils.

### Value of Centralization

Centralization offers many advantages, such as:

1. Opportunity for the classification of pupils according to age, sex, and ability.

2. Economy in the amount and use of equipment.

3. Opportunity for departmentalization on the basis of subject matter: literary skills, health and physical education, industrial arts, manual arts, and household arts.

4. Specialization on the part of teachers in these subjects and an opportunity to select and assign teachers to positions for which they have a natural aptitude as well as specialized training.

5. An opportunity for greater stimulation, competition, and cooperation on the part of both teachers and pupils.

6. An opportunity for the pupil to progress from one group or section to the next higher rather than continuing as customary in the one room until the expiration of the period of compulsory attendance.

7. An opportunity for the pupils to come under the instruction of several teachers rather than to remain with the same teacher year after year as in isolated classes.



Plate 40

Chapter Heading—Model C

# PARENT EDUCATION

## Part I

## BEGINNINGS OF ORGANIZED PARENT EDUCATION

ONLY WITHIN recent years parent education activities have been organized as an integral part of educational programs. School administrators and executives of agencies interested in the welfare of parents and children have become alert to the need and desire of parents for specific education for the functions of parenthood and to their own responsibilities in providing such educational opportunities for parents. They are coming to the realization that of all educational institutions the home is probably the most potent and permanent source of influence in the life of the child. Parents *are* "educators" whether they will or not. Therefore it is doubly essential that they be adequately equipped for the tremendous educational responsibilities which devolve upon them.

### Origins of Parent Education

The parent education movement originated in parents' efforts to help themselves. For over a century small groups of parents have met together here and there to increase their own knowledge of child rearing both through exchange of experiences, through the reading and discussion of pertinent written materials, and by utilizing such expert guidance as was available. Further stimulation was derived through the early studies of children carried on by G. Stanley Hall, in which the parents' aid was enlisted in the collection of data, and more recently by the systematic and more carefully controlled investigations undertaken by child development research centers.

Out of such informal but interested groups of mothers as those referred to above, grew the two national organizations now known as the Child Study Association of America and the National Congress of Parents and Teachers, both of which have been actively promoting and carrying on groups for the study of family life and parenthood for more than forty years.

Early in the 1890's the Association of College Alumnae, now the American Association of University Women, began a systematic study of children through its college-bred mothers. At the beginning of the second decade of the twentieth century, it launched an adult education program, the purpose of which was "to give its members a more scientific understanding of children from birth through adolescence and to help improve methods of dealing with children in homes and in schools."

Recognizing the importance of the intangible aspects of family life, the American Home Economics Association has maintained a field representative in Parent Education over a period of years.

Many other national organizations whose major interests are health, social hygiene, mental hygiene, or religious education, and which have



PLATE 41

CHAPTER HEADING—MODEL D

## Unit II

## GATHERING THE NEWS

### What is News?

A. Aim—To show pupils the diversified interests that appeal to the general reader and to the reader of a school newspaper, and to point out the difference between news and fiction, news and editorials.

B. Materials of Instruction—Daily newspapers of recognized national reputation, school newspapers of recognized excellence, and pupils' observation of life around them.

C. Suggested Procedure—Develop cooperatively with the pupils a list of the different types of news which they have observed in city newspapers, and in high school newspapers. Differences between news items suitable for city papers and those suitable for school papers should be noted.

D. Evidences of Progress—Each pupil should have prepared complete lists of news types found in city papers and in school papers. Six or eight varieties from each kind of paper should be sufficient.

### News Sources

A. Aim—To list and study places, persons, events, and things that make news for city and school newspapers.

B. Materials of Instruction—The same as for Unit I, plus material provided by the individual school organization.

C. Suggested Procedure—Using suggestions from Unit I, pupils should compile and classify news sources found in their own school, showing all possible kinds of stories available in each department or organization. If the teacher wishes to use city papers as a basis, a similar classification of news sources can be made.

Inasmuch as many news stories are enriched by information not immediately in the current situation, it will be well for the group to build up a file or "morgue" of material suitable for the backgrounds of stories. This process, of course, cannot be completed in the course of a week or a month, but pupils can work on the file from time to time. Eventually the group will have built up a condensed "history" of the school and of individuals connected with it. Much of the material can be recorded on three by five inch cards, or newspaper clippings can be used and filed in appropriately labelled envelopes. It should be kept up to date and constantly enlarged.

D. Evidences of Progress—The individual pupil's lists of school news sources will furnish the best evidences of progress. An

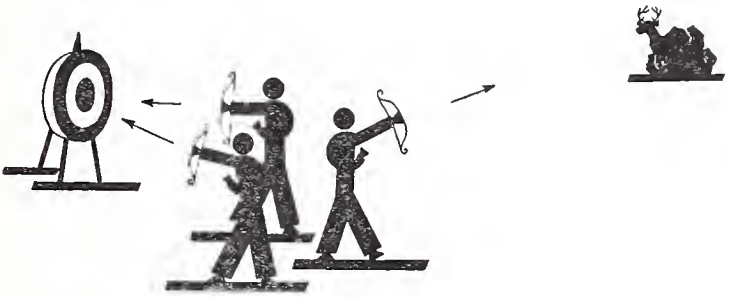


Plate 42

Chapter Heading—Model E

VI

## WORK OF THE COMMUNITY COUNCIL FOR EDUCATION AND RECREATION



Are we all aiming at the same mark?

Unified Objectives Necessary

A Community Council for Education and Recreation must express the objectives of the agencies and groups represented on the Council. These agencies and groups are sponsoring the activities. They have each chosen a member to present their ideals and to work on the Community Council. They will furnish some of the trained leadership, some of the equipment, and some of the places where the activities are to be carried on.

In the truest sense the educational and recreational activity is in part their own,—for example, literacy training and education for naturalization are objectives of the American Legion and objectives of the Sons of Italy They are likewise the objectives of the public school, the parish church, the labor union, and perhaps a dozen other organizations in the community

Are all these organizations seeing the need for Literacy and Citizenship training equally well from all angles? Are they aiming for the same things? Are their objectives unified?

The first work of the Community Council is to secure from its membership expression of the aims and objectives of the groups and organizations in regard to any contemplated activity, and from these many programs of objectives to set up unified objectives endorsed by all the agencies and groups. These unified objectives are to the Community Council what the plan of campaign is to the army,—all activity proceeds along the plan thus set up.

10

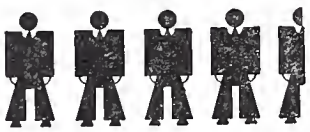
PLATE 43

CHAPTER HEADING—MODEL F

## INTRODUCTORY FACTS REFLECTING COMMUNITY PROBLEMS

(Each figure represents 100,000 young men and women of teen age)

Can you relate these facts to your own Community?



Pennsylvania Teen Age Youth in Public Secondary Schools—439,294

?

Pennsylvania Teen Age Youth Not in any School—500,000

**Half a Million Youth in Pennsylvania Without Educational Opportunity**

PLATE 44

GRAPH—MODEL A

(Each figure represents 100,000 foreign-born)

739,363 Naturalized Foreign-born Citizens in Pennsylvania

434,330 Foreign-born People Unnaturalized in Pennsylvania

(See Department of Public Instruction Bulletin No. 78—Organization and Administration of Extension Centers, Schools and Classes—1935, and Public Secondary Schools of Pennsylvania 1909-1935, Statistical Research Series No. 13.)

PLATE 45

GRAPH—MODEL B

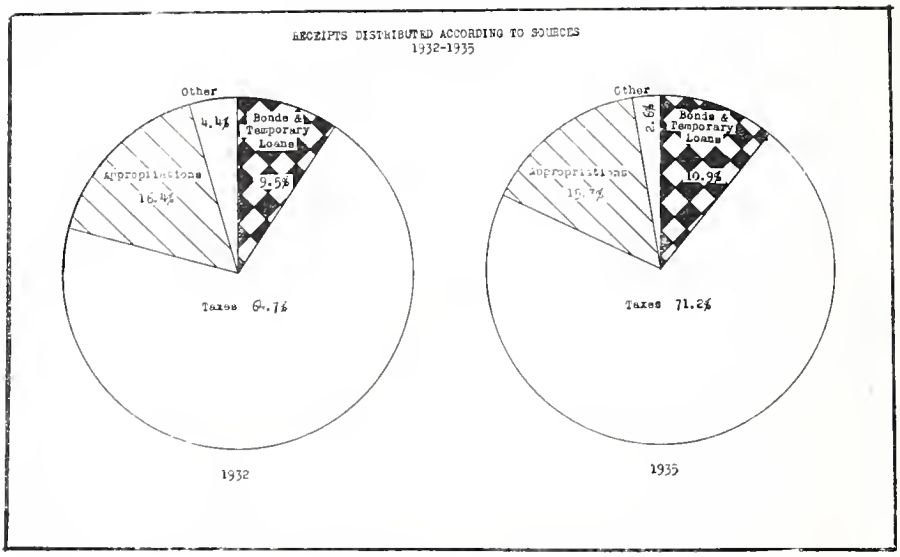



PLATE 46

GRAPH—MODEL C

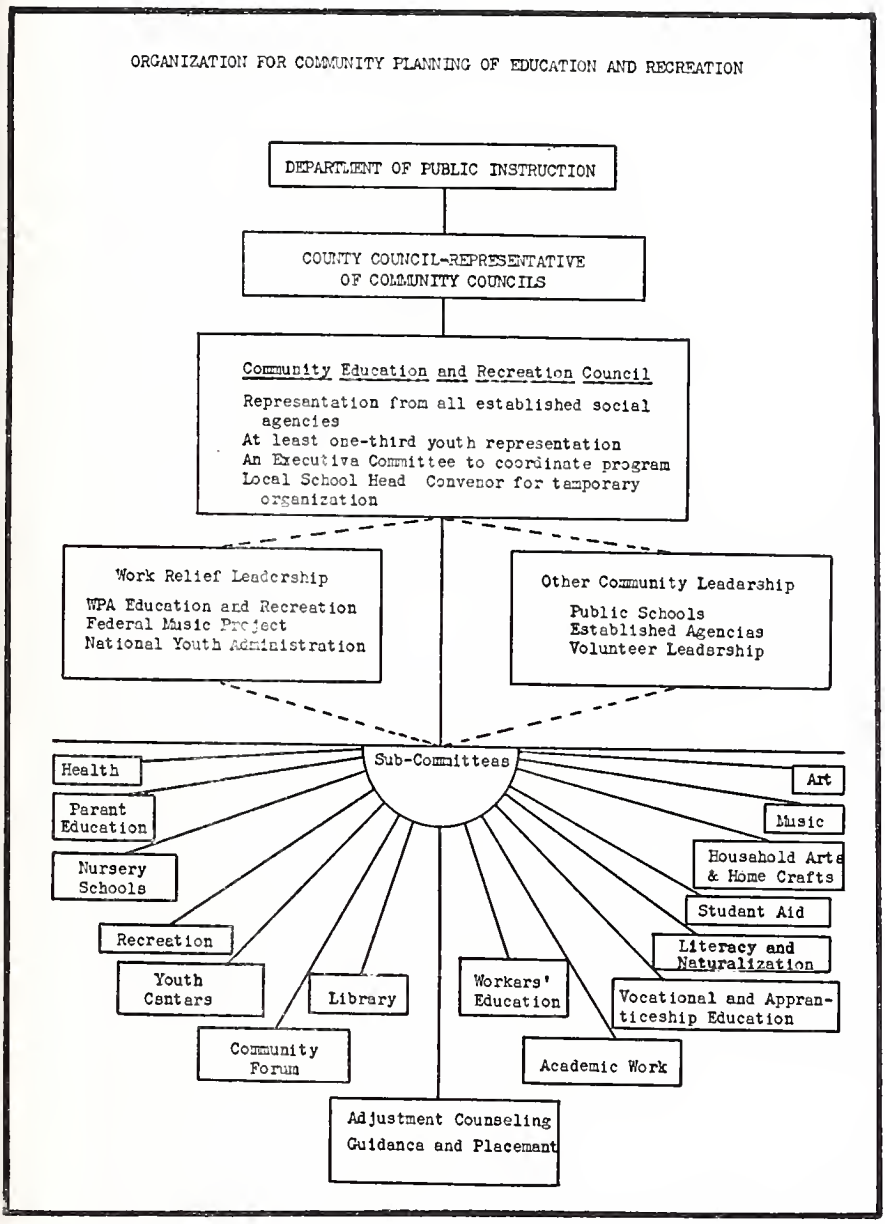
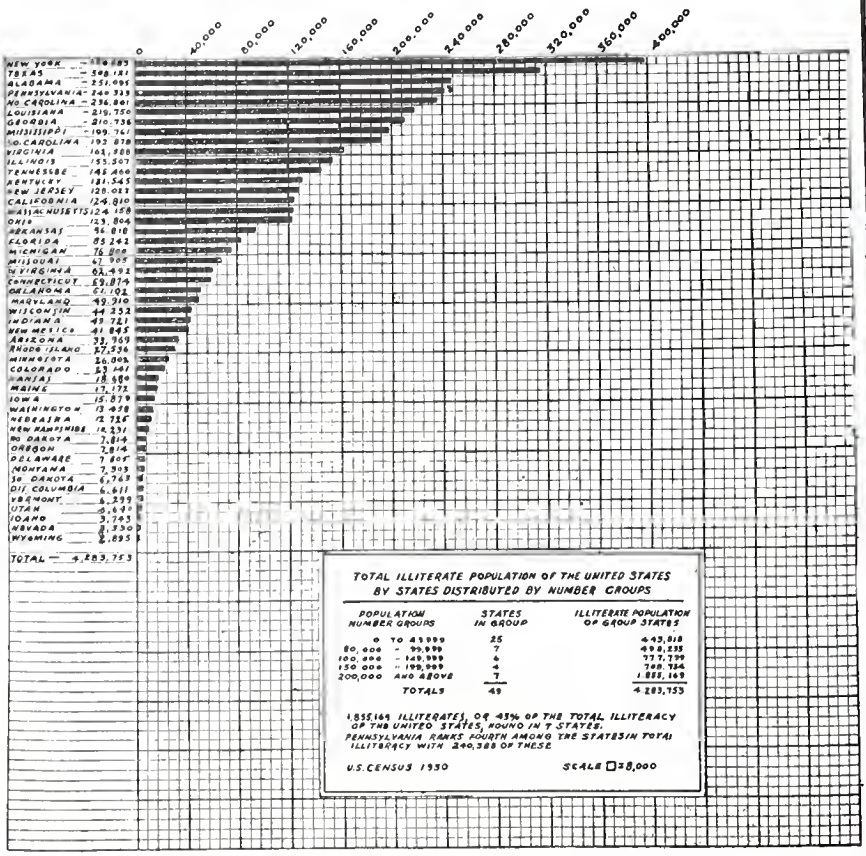



PLATE 47

GRAPH—MODEL D

GRAPH III

## TOTAL ILLITERACY GRAPH for THE UNITED STATES BY STATES




AGE GROUP 10 YEARS AND OVER
DEPARTMENT OF PUBLIC INSTRUCTION
COMMONWEALTH OF PENNSYLVANIA.

PLATE 48

GRAPH—MODEL E

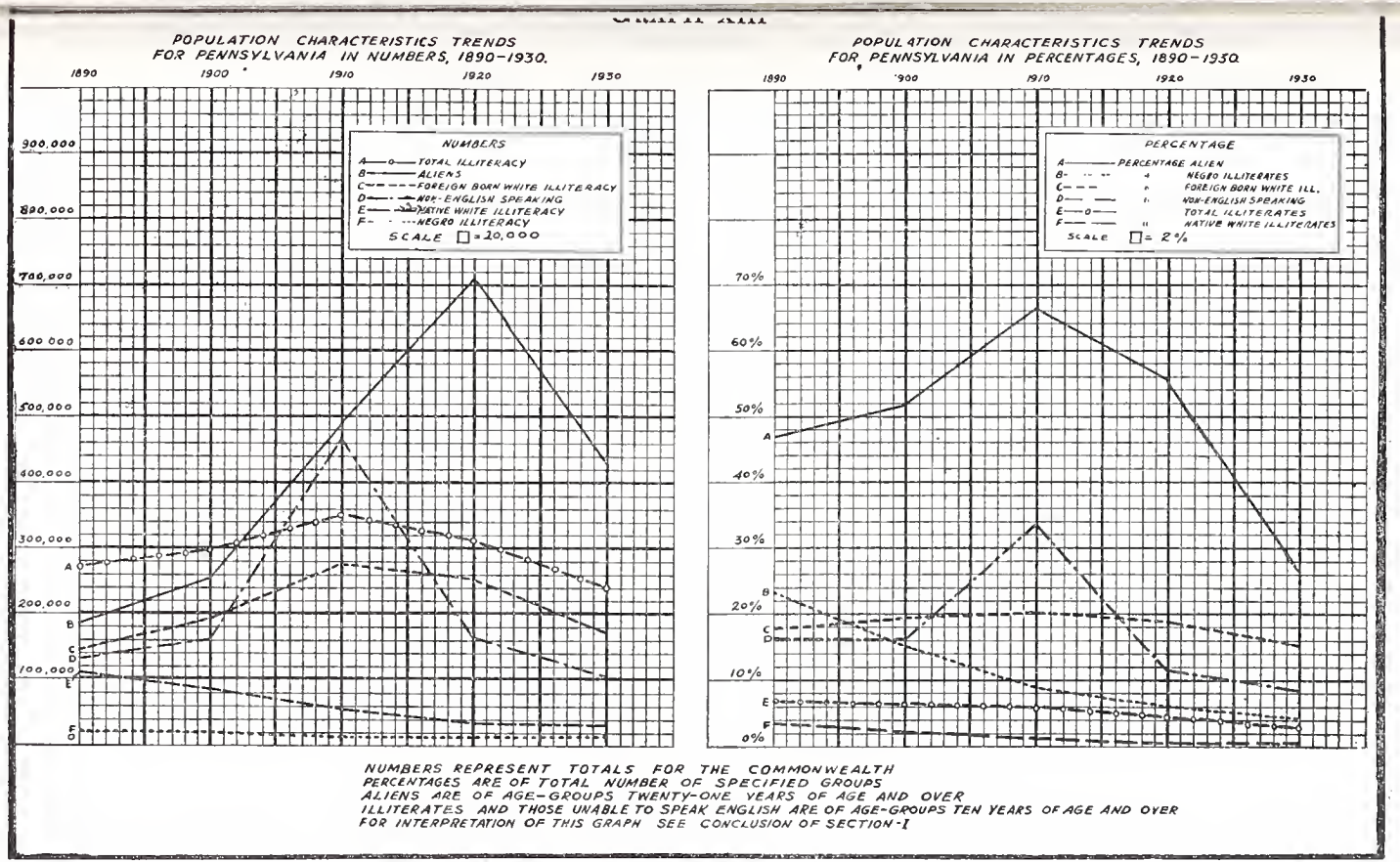



PLATE 49

GRAPH—MODEL F

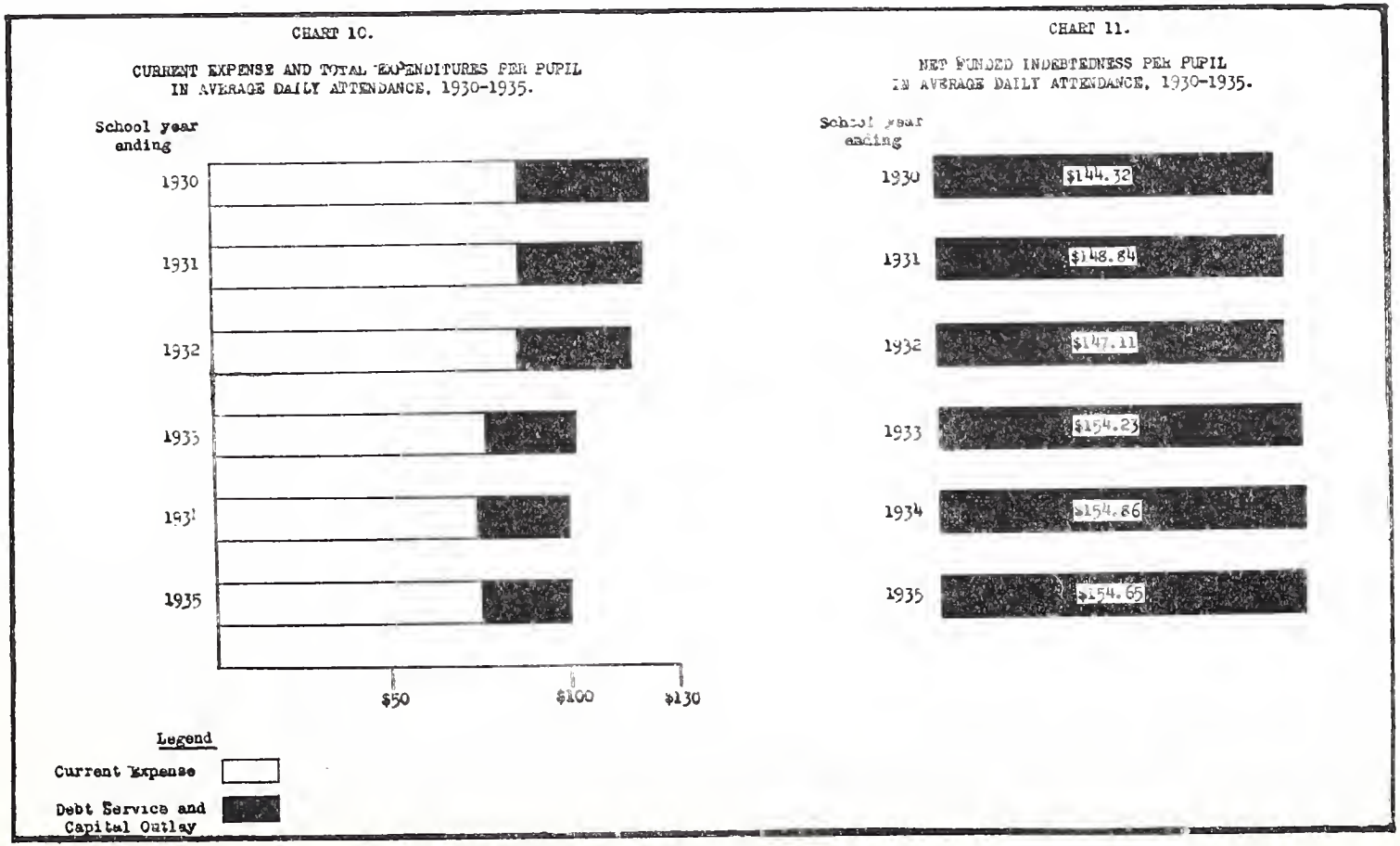


CHART 10.
CURRENT EXPENSE AND TOTAL EXPENDITURES PER PUPIL IN AVERAGE DAILY ATTENDANCE, 1930-1935.
School year ending
1930
1931
1932
1933
1934
1935
$50
$100
$150
Legend
Current Expense
Debt Service and Capital Outlay
CHART 11.
NET FUNDED INDEBTEDNESS PER PUPIL IN AVERAGE DAILY ATTENDANCE, 1930-1935.
School year ending
1930
$144.32
1931
$148.84
1932
$147.11
1933
$154.23
1934
$154.86
1935
$154.65

PLATE 50

TABLE 18. THE CENTRAL TENDENCY, VARIATION AND DIFFERENCES IN THE PER CENT OF OVERAGENESS EXISTING IN SCHOOLS WITH VARIOUS NUMBERS OF TEACHERS UNDER THE SUPERVISION OF COUNTY SUPERINTENDENTS IN FORTY-SEVEN COUNTIES OF PENNSYLVANIA DURING THE SCHOOL YEAR 1935-1936

| Type of School | Mean | Standard Deviation | Difference in Per Cent of Overageness in Ten or More Teacher Schools | Chances in 100 That Difference is Significant |
|---|---|---|---|---|
| One teacher | 25.96 | 6.90 | 4.96 | 99.4 |
| Two teachers | 24.65 | 7.51 | 3.65 | 95.4 |
| Three, four, five teachers | 24.00 | 6.48 | 3.00 | 97.3 |
| Six, seven, eight, nine teachers | 22.43 | 6.40 | 1.43 | 82.4 |
| Ten or more teachers | 21.00 | 8.03 | — | — |
| Total | 23.15 | 6.53 | — | — |

PLATE 51
TABLE—MODEL A

TABLE 12. AGE-GRADE DISTRIBUTIONS BY SEX AND GRADE DURING THE SCHOOL YEARS—1935-1936 AND 1925-1926

| Year | Age-Grade Conditions | Sex | GRADE | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Total |
| School Year, 1935-36 | Under | B | 13 | 11 | 11 | 10 | 10 | 11 | 11 | 11 | 13 | 15 | 18 | 18 | 12 |
| | | G | 15 | 13 | 14 | 14 | 14 | 14 | 15 | 15 | 17 | 21 | 24 | 23 | 16 |
| | | T | 14 | 12 | 12 | 12 | 12 | 12 | 13 | 13 | 15 | 18 | 21 | 20 | 14 |
| | Normal | B | 76 | 71 | 65 | 61 | 57 | 55 | 53 | 54 | 58 | 60 | 58 | 63 | 61 |
| | | G | 77 | 75 | 70 | 67 | 64 | 62 | 60 | 61 | 64 | 65 | 63 | 66 | 66 |
| | | T | 76 | 73 | 68 | 64 | 61 | 59 | 56 | 57 | 61 | 63 | 60 | 65 | 64 |
| | Over | B | 11 | 18 | 24 | 29 | 33 | 34 | 36 | 35 | 29 | 25 | 24 | 20 | 27 |
| | | G | 8 | 12 | 16 | 19 | 22 | 24 | 25 | 24 | 19 | 14 | 13 | 11 | 18 |
| | | T | 10 | 15 | 20 | 24 | 27 | 29 | 31 | 30 | 24 | 19 | 19 | 15 | 22 |
| School Year 1925-26 | Under | B | 11 | 7 | 8 | 8 | 8 | 9 | 10 | 13 | 16 | 18 | 20 | 22 | 10 |
| | | GG | 11 | 9 | 10 | 10 | 11 | 12 | 14 | 16 | 20 | 22 | 25 | 26 | 13 |
| | | T | 11 | 8 | 9 | 9 | 10 | 11 | 12 | 14 | 18 | 20 | 23 | 24 | 12 |
| | Normal | B | 70 | 64 | 57 | 50 | 47 | 45 | 47 | 49 | 54 | 57 | 56 | 58 | 55 |
| | | G | 73 | 63 | 61 | 56 | 52 | 50 | 52 | 54 | 58 | 61 | 59 | 61 | 59 |
| | | T | 71 | 66 | 59 | 53 | 49 | 47 | 50 | 52 | 56 | 59 | 57 | 60 | 57 |
| | Over | B | 19 | 29 | 35 | 42 | 45 | 46 | 43 | 38 | 30 | 25 | 24 | 20 | 35 |
| | | G | 16 | 23 | 29 | 34 | 37 | 38 | 34 | 30 | 22 | 17 | 16 | 13 | 28 |
| | | T | 18 | 26 | 32 | 38 | 41 | 42 | 38 | 34 | 26 | 21 | 20 | 16 | 31 |

PLATE 52

TABLE—MODEL B

## FOOTNOTES

W. P. Ker, *Epic and Romance: Essays on Medieval Literature* (London: MacMillan & Co., 1897), p. 10.

*A Manual of Style* (8th ed.; Chicago: University of Chicago Press, 1925), p. 10.

"Epicurism Ruinous to the State," *Gentleman's Magazine,* XVIII (1748), 270-71.

C. E. Merriam, "Putting Politics in Its Place," *International Journal of Ethics,* XLVI (1936), 185.

H. H. Morgan and Others, "Studies in the Sociology of Religion," *American Journal of Sociology,* November, 1924, p. 257.

Breckinridge, *Family Welfare in a Metropolitan Community,* Appendix, "Statutes and Annual Reports," Sec. II, p. 861.

*Scholarships for Children* (U. S. Children's Bureau Publication No. 51 (1919), p. 3.

*U. S. Census, 1920,* Vol. II: Population, pp. 1003-4.

*American Journal of Sociology,* XXII, No. 1, Part II (1926), 198.

H. J. Brown, The Works and Writings of . . ., II (1876), 276.

*Ibid.,* p. 129.

Barnes, "Charles Sumner," *Journal of Political Economy,* XXXV, 427.

*Loc. cit.* (if exactly the same place is cited), or Smith, *op. cit.,* p. 290.

*Op. cit.,* p. 288.

Miller, *French Revolution* (2d ed.; London: Abrahams, 1888), II, Part IV, iii.

*Manchester Guardian,* June 7, 1917 (newspaper).

PLATE 53

FOOTNOTES—MODEL A

Model for bulletins and monographs:

1. W. H. Gaumnitz, Economies Through the Elimination of Very Small Schools, pp. 23-30. Washington, D. C.; Government Printing Office, U. S. Office of Education, Bulletin 1934, No. 3.

When reference is made to the same book or article following immediately with no other reference intervening, the following form should be used:

2. Ibid, p. 102.

When reference is made to the same book or article but other references intervene, the following form is commonly used:

4. Cox and Langfitt, op. cit., p. 125.

It will be noted that in footnote citations the given name or initials of the author cited precede the surname. If the full name of the author of the reference cited is given in the text, it is not necessary that it be repeated in the footnote. In such case the following form is used:

1. High School Administration and Supervision, p. 538.

PLATE 54

FOOTNOTES—MODEL B

## Bibliography

I. *Books*

Haggerty, Melvin, E. *The Evaluation of Higher Institutions:* II. *The Faculty.* Chicago: University of Chicago Press, 1937. 218 p.

Baker, Harry, J. and Traphagen, Virginia. *The Diagnosis and Treatment of Behavior-Problem Children.* New York: The Macmillan Company, 1936, 393 p.

John, Walton C. "Graduate Work in the Education of Teachers." *Teacher Education Curricula.* U. S. Dept. of the Interior, Office of Education, Bulletin, 1933, No. 10. National Survey of the Education of Teachers, Vol. III, Washington, D. C.: Government Printing Office, 1935. Part VI, pp. 443-57.

National Education Association, Department of Superintendence. *Character Education.* Tenth Yearbook. Washington, D. C.: the Association, 1932. 555 p.

Barr, A. S. "Case Studies of the Teaching Difficulties of Teachers of Citizenship at the Junior High-School Level." *Reconstructing Education Thru Research.* Official Report of 1936 Meeting. Washington, D. C.: American Educational Research Association, a department of the National Education Association, 1936, pp. 28-38.

PLATE 55

BIBLIOGRAPHY—MODEL A

II. *Theses and Dissertations*

A. Published

Edman, Marion Louise. *An Analysis of the High School and College Training of 121 Prospective Teachers Majoring in English Graduated from the University of Minnesota in 1930 and 1931.* Published master's thesis. Minneapolis: University of Minnesota, 1935. 282 pp.

Triche, Andrew. *A Comparative Study of Vocational Education in the Forty-eight States.* Penn State Studies in Education, No. 15. State College: School of Education, The Pennsylvania State College, 1935. 47 p.

B. Unpublished

Ackley, Clarence E. *Constitutional Limitations on Legislation for the Common Schools.* Unpublished doctor's dissertation. Pittsburgh: University of Pittsburgh, 1933. 463 pp.

Grove, Mary Confehr. *History of the West Philadelphia High School.* Unpublished master's thesis. Philadelphia: Temple University, 1936. 140 pp.

PLATE 56

BIBLIOGRAPHY—MODEL B

III. *Periodicals*

Davis, Calvin O. "A Distinctive Training Curriculum for Junior High School Teachers." *North Central Association Quarterly* 8: 506-21; April, 1934.

McKay, Marion K. "Struggle for Income Tax." *Pennsylvania School Journal 86:* 69; November, 1937.

IV. *Tests*

Schrammel, H. E. and Brannan, Christine B. *Schrammel-Brannan Revision: Army Alpha Group Intelligence Examination.* Emporia, Kansas: Bureau of Educational Measurements. Kansas State Teachers College. 1936.

PLATE 57

BIBLIOGRAPHY—MODEL C

## BIBLIOGRAPHY


Bowman, L. C. How to lead discussion. Womans Press, New York. 1934. 35 cents.

Elliott, H. S. The process of group thinking. Association Press, New York. 1928. $3.00.

Fansler, Thomas. Discussion methods for adult groups. Amerlean Association for Adult Education, New York. 1934. $1.50.

Foremanship Conference Leader's Manual. National Metal Trades Association, Chicago. 1930.

Report of Conference for Foreman Leader Training. Department of Industrial Education, Pennsylvania State College. 1927.

Report of Conference on Foreman Training. Hammermill Paper Company, Erie, Pennsylvania. 1922.

Report of Conference on Improving Police Service. Waco Poliee Department. Waco, Texas. 1933.

Superintendents Leader Training Conference. Henry Disston and Sons, Philadelphia. 1930.

United States Federal Board for Vocational Education.

Bulletin 61; Trade and industrial series. 17. Improving foremanship; trade extension courses for foreman. 1921. Free.

Bulletin 62; Trade and industrial series 18. Instructor training. 1921. Free.

Bulletin 125; Trade and industrial series 33. The training of foreman conference leaders. 1927. 20 eents.

Bulletin 127; Trade and industrial series 34. Progress in foreman training. 1928. 10 cents.

Bulletin 128; Trade and industrial series 35. Bibliography of foreman training. 1928. 10 eents.

Bulletin 131; Trade and industrial series 37. Foreman training in the United States. 1928. 10 cents.

Bulletin 155; Trade and industrial series 44. Fire fighting. 1931. 30 eents.

Bulletin 164; Trade and industrial series 48. Report of a training course for foreman. 1932. 10 cents.

Superintendent of Documents, Washington, D. C.

Walser Frank. The art of eonference. Harper and Brothers, New York. 1933. $3.00.


Plate 58

Bibliography—Model D

## GENERAL BIBLIOGRAPHY

1. Henig, Max S. Safety Education in the Vocational School. National Bureau of Casualty and Surety Underwriters, New York. 1928.
2. Payne, E. George, and Schroeder, Louis C. Health and Safety in the New Curriculum. American Viewpoint Society, Inc., New York. 1925.
3. Stack, H. J. Safety Education in the Secondary Schools. National Bureau of Casualty and Surety Underwriters, New York. 1929.
4. Streitz, Ruth. Safety Education in the Elementary Schools. National Bureau of Casualty and Surety Underwriters. New York. 1926.
5. Vaughn, James. Positive versus Negative Instruction. National Bureau of Casualty and Surety Underwriters, New York. 1928.

### SPECIAL BIBLIOGRAPHIES

#### Junior Safety Councils

1. Safety Education. Idabelle Stevenson. A. S. Barnes and Company. 1931.
2. Safety Education. Florence C. Fox. United States Government Printing Office, Washington. Bulletin No. 8. 1932.
3. School Safety Organizations. State of New Jersey. Department of Public Instruction, Trenton, New Jersey. 1932.

#### School Safety Patrols

1. Safety Education. Idabelle Stevenson. A. S. Barnes and Company. 1931.
2. Standards for the Operation of School Safety Patrols, Bulletin 65. Department of Public Instruction, Harrisburg, Pennsylvania.
3. Safety Education. Florence C. Fox. Bulletin 8. Department of the Interior, Office of Education, Washington, D. C.
4. A Guide Book for Safety Education. National Bureau of Casualty and Surety Underwriters, New York. 1931.

#### High School Motor Traffic Clubs

1. Safety Education. Ilabelle Stevenson. A. S. Barnes and Company, New York. 1931.
2. A Program for Organizing a High School Motor Traffic Club. Education Division, National Safety Council, 1 Park Avenue, New York.

### VISUAL EDUCATION AND SAFETY

#### Elementary Schools

1. Ask Daddy. National Safety Council, Chicago. Two reels. Daily rental for home and street safety.
2. Why be a Goose? Automobile Club of Southern California, Los Angeles. One reel. Daily or weekly rental. For street safety.
3. How Jimmie Won the Game. Institute of Makers of Explosives. One reel. Free. Dynamite caps.

Plate 59

Bibliography—Model E

## BIBLIOGRAPHY


### Historical

Bleyer, W. G. Main Currents in the history of American journalism. Houghton. 1927

Cook, Elizabeth. Colonial newspapers: 1704-1770, in *Cambridge* history of American literature, vol. 1, pp. 111-23. 3 vols. Edited by William P. Trent, etc. New York, Macmillan. 1933

Davis, Elmer, History of the New York Times. New York Times Co.

Hudson, Frederic. Journalism in the United States from 1690 to 1872. New York, Harper and Bros. 1873

### General

Allen, C. L. Country journalism. Nelson. 1928

Angell, Sir Norman. The press and the organization of society. Heffer. 1933

Ayer and Son's American Newspaper Annual and Directory

Bent, Silas. Ballyhoo. Liveright.

Benton, Ivan. Fundamentals of journalism. Prentice-Hall. 1932

Bing, P. C. The country weekly. Appleton. 1917

Bleyer, W. G. The profession of journalism. Little. 1918

### News Writing and Editing

Bastian, G. C. Editing the day's news. Macmillan. 1932

Bleyer, W. G. Newspaper writing and editing. Houghton. 1932

Bleyer, W. G. How to write special feature articles. Houghton. 1920

Borah, L. A. News writing for high schools. Allyn. 1925

Brande, Dorothea. Becoming a writer. Harcourt. 1934

Bush, C. R. Newspaper Reporting of Public Affairs. Appleton. 1929

Crump, Irving. "Making" the school newspaper. Dodd. 1934

Cunliffe, J. W. and Lomer, G. R., eds. Writing of today. Century. 1925

Cushing, C. P. If you don't write fiction. McBride. 1920

### Advertising

Adams, H. H. Advertising and its mental laws. Macmillan.

Blanchard, F. L. Essentials of advertising. McGraw. 1921

Dell, John. Layouts for advertising. Drake, F. J. 1928

Farrar, G. P. How advertisements are built. Appleton. 1925

Hall, S. R. Advertising handbook. McGraw. 1930

Hall, S. R. Writing an advertisement. Houghton, 1915

Kleppner, Otto. Advertising precedure. Prentice-Hall. 1925

### Stories About Journalism

Blythe, Samuel. The making of a newspaper man. Altemus. 1912

Davis, R. H. Gallagher, and other stories. Scribner. 1915

Ferber, Edna. Dawn O'Hara, the girl who laughed. Stokes. 1913

Gibbs, Philip. Adventures in journalism. Harper. 1923

Gibbs, Philip. The street of adventure. Dutton. 1929

Marcosson, I. Adventures in interviewing. Dodd.

Montague, C. E. A hind let loose. Doubleday. 1924


Plate 60

Bibliography—Model F

## VI

## BIBLIOGRAPHY

THOSE REFERENCES listed as out of print (O. P.) have been of use in preparing this bulletin. In many libraries copies may be found and, in some cases, school superintendents may have copies of the bulletins available.

### Books


BRUMBAUGH, M. G. The life and works of Christopher Dock.* Lippincott. Philadelphia. 1908.

MULHERN, JAMES. A history of secondary education in Pennsylvania. Science Press. Lancaster. 1933. (Comprehensive bibliography.)

PENNYPACKER, S. W. Pennsylvania—the keystone.* Christopher Sower. Philadelphia. 1914.

TANGER, JACOB, AND ALDERFER, HAROLD F. Pennsylvania government, State and local. The Pennsylvania Book Service, Telegraph Building, Harrisburg. 1933.

TAYLOR, W. S. The development of the professional education of teachers in Pennsylvania.* Lippincott. Philadelphia. 1924.

WALSH, L. G., AND WALSH, M. J. History and organization of education in Pennsylvania. (Reference lists at end of chapters). State Teachers College, Indiana, Pennsylvania. 1928.

WALTON, J. S., AND BRUMBRAUGH, M. G. Stories of Pennsylvania.* American Book. New York. 1897.

WICKERSHAM, J. P. A history of education in Pennsylvania. Inquirer Publishing Company. (O. P. Copies may be secured from family through Leary Book Store, Philadelphia.) 1886.

WOODY, THOMAS. Early Quaker education in Pennsylvania.* Teachers College, Columbia University. New York. 1920.


### Bulletins


DEPARTMENT OF PUBLIC INSTRUCTION, Harrisburg, Pennsylvania.
Penn Day. 1923. (O. P.)
Pennsylvania Day. 1928. (O. P.)
The kindergarten as a part of school life. No. 53. 1930.

NATIONAL CONGRESS OF PARENTS AND TEACHERS, 1201 16th Street, N. W., Washington, D. C.
Kindergarten extension. 1928.

STATE FARM PRODUCTS SHOW COMMISSION, Harrisburg, Pennsylvania.
Official programs and premium list contain important information regarding Pennsylvania agricultural products and live stock.


* Books thus marked are listed as in print in the U. S. Catalog; Books in Print, 1928. Since this is the most recent source for such information, there is a possibility that some of these may now be out of print.

PLATE 61

BIBLIOGRAPHY—MODEL G

## DIRECTORY OF PUBLISHERS

Books

AMERICAN. American Book Company, 88 Lexington Avenue, New York City.
APPLETON. (See Appleton-Century)
APPLETON-CENTURY. D. Appleton-Century Company, 35 W. 32nd Street, New York City.
ASSOCIATION FOR CHILDHOOD EDUCATION, 1201 Sixteenth Street, N. W., Washington, D. C.
AVALON PRESS, Washington, D. C.
BECKLEY-CARDY. Beckley-Cardy Company, 1632 Indiana Avenue, Chicago.
BLACK. A. and C. Black, Ltd., 4-6 Soho Square, London, England.
BRADLEY. Milton Bradley Company, 74 Park Street, Springfield, Massachuetts.
BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York City.
CALIFORNIA STATE PRINTING OFFICE, Sacramento, California.
CENTURY. (See Appleton-Century)
CLASSROOM TEACHER, Inc., 104 S. Michigan Avenue, Chicago.
COMPTON. F. E. Compton and Company, 1000 N. Dearborn Street, Chicago.
COMSTOCK. Comstock Publishing Company, Inc., 124 Roberts Place, Cornell Heights, Ithaca, New York.
DAY. John Day Company, Inc., 386 Fourth Avenue, New York City.
DOUBLEDAY. Doubleday, Doran and Company, Inc., 75 Franklin Avenue, Garden City, New York.
DUTTON, E. P. Dutton and Company, Inc., 286-302 Fourth Avenue, New York City.
EDUCATIONAL. Educational Printing House, Columbus, Ohio.
EDUCATIONAL PUB. Educational Publishing Corporation, 425 Fourth Avenue, New York City.
ENCYCLOPEDIA BRITANNICA, INC., 3301 Arthington Street, Chicago.
FOLLETT. Follett Publishing Company, 1255 S. Wabash Avenue, Chicago.
FORESMAN. Scott, Foresman and Company, 114-120 E. 23rd Street, New York City.
GINN. Ginn and Company, 70 Fifth Avenue,, New York City.
GREGORY. C. A. Gregory Company, Cincinnati, Ohio.
HALL. Hall and McCreary Company, 434 S. Wabash Avenue, Chicago.
HARTER. Harter Publishing Company, 2046 E. 71st Street, Cleveland, Ohio.
HEATH. D. C. Heath and Company, 285 Columbus Avenue, Boston.
HOUGHTON. Houghton, Mifflin Company, 2 Park Street, Boston.
HOUSTON BOARD OF EDUCATION. Board of Education, Houston Independent School District, Houston, Texas.

PLATE 62

DIRECTORY OF PUBLISHERS—MODEL A

## DIRECTORY OF PUBLISHERS

Appleton Century. D. Appleton-Century Company, Inc., 35 W. 32nd St., N. Y.

Badger. Richard G. Badger, 100 Charles St., Boston

Barnes. A. S. Barnes and Company, 67 W. 44th St., N. Y.

Canadian National Committee for Mental Hygiene, Ottawa, Canada.

Century. Century Company, N. Y. See Appleton-Century.

Columbia University Press, 960 Broadway, N. Y.

Commonwealth Fund. Division of Publications, 41 E. 57th St., N. Y.

Crowell. The Thomas Y. Crowell Company, 393 4th Avenue, N. Y.

Dodd. Dodd, Mead and Company, Inc., 443-449 4th Avenue, N. Y.

Family Welfare Association, 130 E. 22nd St.,, N. Y.

Greenburg. Greenburg Publishers, Inc., 449 4th Avenue, N. Y.

Harper. Harper and Brothers, 49 E. 33rd St., N. Y.

Harvard University Press. Randall Hall, Cambridge, Mass.

Holt. Henry Holt and Company, Inc., 1 Park Avenue, N. Y.

Houghton. Houghton, Mifflin Company, 2 Park St., Boston.

Jarrolds. Publishers Ltd., 34 Patemoster Row, London

Knopf. Alfred A. Knopf, Inc., 730 5th Avenue, N. Y.

Little. Little, Brown and Company, 34 Beacon St., Boston.

Liveright. Liveright Publishing Corporation, 386 4th Avenue, N. Y.

Longman's. Longmans, Green and Company, 114 5th Avenue, N. Y.

Macaulay. Macaulay Company, 381 4th Avenue, N. Y.

Macmillan. The Macmillan Company, 60 5th Avenue, N. Y.

McGraw. McGraw-Hill Book Company, Inc., 330 W. 42nd St., N. Y.

Modern Library. Modern Library, Inc., 203 57th St., N. Y.

New Republic. New Republic, Inc., 40 E. 49th St., N. Y.

Norton. W. W. Norton and Company, Inc., 70 5th Avenue, N. Y.

Oxford. Oxford University Press, 114 5th Avenue, N. Y.

Russell Sage Foundation, 130 E. 22nd St., N. Y.

Scribner. Charles Scribner's Sons, 597 5th Avenue, N. Y.

Survey. Survey Associations, Inc., 112 E. 19th St., N. Y.

Thomas. Thomas Publishing Company, 461 8th Avenue, N. Y.

University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

University of North Carolina Press, Chapel Hill, N. C.

Wilson. H. W. Wilson Company, 950-972 University Avenue, N. Y.

World Book. World Book Company, 333 Park Hill Avenue, Yonkers-on-Hudson, N. Y.

Plate 63

Directory of Publishers—Model B

## INDEX


Abilities
  *See* Objectives, Outcomes
Activities — *Page*
  As curriculum materials....21, 22
  Criteria for evaluating....19-21
  Culminating....57-58
  Develop powers....5
  Discussion....39-43
  Education as....9
  Enriched living....14
  Farm unit....48-58
  For creative power....13
  Journeys....43-46
  Materials used for....58-59
  Of social group....10-11
  Pastoral Unit....63-78
  Skills and knowledges for....12
Adjustment
  To experiences....9
  To social group....11
Aims
  *See* Goals, Objectives
Alexander, Marie
  "Preparing and Filing Mounted Materials," reference....27
Appreciations
  *See* Objectives, Outcomes
Attitudes
  *See* Objectives, Outcomes
Bibliography
  Curriculum and general methods....82-85
  Farm unit....61-62
  Pastoral unit....78-81
Character....10
  *See* Personality
Child development....5-6, 8, 9-15, 27, 29-34, 38, 39-43
Community
  Learning situations in....43-46
  Relationship to school....6-8
  Teacher in....7
Competition....12
Cooperation....7, 45-46, 53
Criteria
  For organizing materials and evaluating procedures....32-34
  On subject matter....28
Curriculum materials
  Criteria on....28-29
  Meaning of....21
  Need for change....5-6
  Relation to
    Activities....19-21
    Child....5


PLATE 64

INDEX—MODEL A

## INDEX WITH DASHES

Letter-writing: classed as (1) private or social, (2) business, (3) formal, 130; consecutive pages to be used, 130; date not to be omitted, 130; general rules for, 129; how folded, 130; margin no to be written in, 130; postscripts, to be avoided, 130, 131, rules, 129-50; to convey ideas to another, 129

—forms for name and address, salutation, complimentary close, and envelope: ambassador, 146; archbishop, 150; bishop, 150; cabinet member of, 145; cardinal, 150; clergyman, 149; dean, 150; Doctor of Divinity or of Laws, 149; ecclesiastical institution, head of, 150a; governor, 146; judge (of Supreme Court), 147, (other than Supreme Court), 147; mayor, 147; member of state legislature (senate or house), 147; minor officials (city or county), 148; the pope, 149; President of the United States, 145; priest, 150a; professor, 148; religious orders, women in, 150a; secretary of state, 146; senator, 146; superintendent of schools, 148; vicar-general, 150a

—business letters: address, 137; complimentary close, 139; envelope, 140; heading, 137; how framed, 136; no terminations to dates, 137; salutatory phrase, 138; signature, 140; stationery, 137; text, 138

—formal letters: address, 142; complimentary close, 144; defined, 142; envelope, 144; examples of, 150b; heading, 142; salutatory phrase, 143; signature, 144; text, 143

Linotype (Mergenthaler): composition on, 192-93; described, 192

Manuscript, hints on preparation of, 25

PLATE 65

INDEX—MODEL B

## EXTENSIVE INDEX

Explanation: of technical terms, 251-94; use of brackets for, 178

Expositions, the capitalization of names of, 17

"Extra," compounds with, 209

Extracts, rules for punctuation of, 112

Eye: as a guide, 128; measurement proved, 130; portions of, 136; training, 171

Foreign languages: the division of words in, 231; English translation accompanying word, phrase, or passage cited from, to, be quoted, 78; sentences and passages quoted from, how to treat, 59, 85; words and phrases borrowed from, incorporated into English, how to treat, 59

Foreign titles of publications, capitalization of, 42

## INDEX WITH ENTIRELY SEPARATED LINES

Magic, 10
Masque, 86
Masquerade, 14
Mass, 30, 50, 51, 53, 131, 133, 137, 186
Massenet, J., 163, 262
Mathew, D., 20
Mauresca, 78
Mayer, C., 227
Mazurka, 176, 177, 238
Medieval dramas, 75
Medieval music, 28-47

Milk
  boiled, 187, 355
  certified, 184-85
    bottled, 184
    in bulk, 185
  clean, 153, 157, 185
  condensed, 101, 161, 185
Mirage, 185
  desert, 185
  distance, 191-96
    horizontal, 192
    vertical, 194

PLATE 66

INDEX—MODEL C

Commonwealth of Pennsylvania
Department of Public Instruction
Harrisburg

.....DISTRICT

.....County

Borough
.....Township
Independent

# APPLICATION FOR APPROPRIATION

## Fourth Class Districts

SCHOOL YEAR 1937-38

Make three copies of this report. The secretary retains one, and two copies are sent to the county superintendent. All reports sent to the Department must be approved by the county superintendent. The reports must be in the hands of the county superintendent on or before October 1, 1937 and one copy must be sent to this Department by the county superintendent on or before November 1, 1937. *As appropriations are paid on the basis of these reports great care should be taken to see that reports are accurately filled out and promptly filed.*

ITEM 1. NUMBER OF FULL TIME SUPERVISING OFFICIALS AND TEACHERS 1937-38

| Note: Do not consider an employe a principal or supervisor who teaches more than one-half time. | Supervising Officials | | | Teachers | | | Total |
|---|---|---|---|---|---|---|---|
| | El. | Jr. H.S. | Sr.H.S. | El. | Jr. H.S. | Sr.H.S. | |

PLATE 67
OFFICIAL FORM—MODEL A

# EMPLOYMENT CERTIFICATE REPORT

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

| For semiannual period from: | |
|---|---|
| *JULY 1, 193.. to DECEMBER 31, 193.. | |
| *JANUARY 1, 193.. to JUNE 30, 193.. * (Cross out one.) | Date submitted.....,193.. |
| County ..... | District ..... |

Kindly fill out all items in this report promptly at the close of the semiannual period and send it to the Department of Public Instruction not later than the third day of the month following the close of the period for which the report is made.

The first semiannual report period ends on December 31 and the second ends on June 30.

Give a complete report of all certificates and permits issued by an official in your district regardless of district in which minors are employed.

REPORT OF THE NUMBER OF MINORS BETWEEN THE AGES OF FOURTEEN AND EIGHTEEN YEARS FOR WHOM THE SPECIFIED CERTIFICATES OR PERMITS HAVE BEEN ISSUED DURING THE CURRENT SEMIANNUAL PERIOD.

| EMPLOYMENT CERTIFICATES | | | | | |
|---|---|---|---|---|---|
| GENERAL | | VACATION | | | |
| Ages 16 & 17 | | Ages 14 & 15 | | Ages 16 & 17 | |
| Boys | Girls | Boys | Girls | Boys | Girls |
| | | | | | |

| PERMITS | | | |
|---|---|---|---|
| FARM | | DOMESTIC SERVICE | |
| Ages 14 & 15 | | Ages 14 & 15 | |
| Emergency | Exemption | Emergency | Exemption |
| | | | |

PLATE 68

OFFICIAL FORM—MODEL B

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

..... ... .....DISTRICT

. ..... County

..... School District

..... Date

# VOCATIONAL INDUSTRIAL SCHOOLS

## Classes for Employed Persons

# ANNUAL REPORT

## FOR THE SCHOOL YEAR ENDING JUNE 30, 193

Make three copies of this report; one to be retained for school files, one for the county or district superintendent, and one for the Department of Public Instruction. This report is to be presented to the Superintendent of Public Instruction on, or before, July 10th, this year. Approval for aid is dependent upon the return of this affidavit.

### AFFIDAVIT

Commonwealth of Pennsylvania, }
County of ..... } ss:

Personally appeared before me a .....

in and for said County .....,

Secretary of .....School District,

.....County, who being duly sworn, says

PLATE 69
OFFICIAL FORM—MODEL C

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

Bureau of Professional Licensing
Law Enforcement

# BEAUTY SHOP INSPECTION BLANK

Name of Owner .....

Trade Name of Shop .....

Address .....

| Yes | No | |
|---|---|---|
| ( ) | ( ) | Has trade name been registered with Secretary of Commonwealth? |
| ( ) | ( ) | Were Rules and Regulations properly displayed? |
| ( ) | ( ) | Did Investigator leave copy? |
| ( ) | ( ) | Were Certificates of Registration and Renewals properly displayed? |

Check those not properly displayed.

( ) ( ) Owner .....License No.....

( ) ( ) Owner-Operator .....Lieense No.....

PLATE 70
OFFICIAL FORM—MODEL D

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE BOARD OF MEDICAL EDUCATION
AND LICENSURE
HARRISBURG

# CERTIFICATE OF MEDICAL EDUCATION

Section 5 of the Medical Practice Act of June 3, 1911, as amended, requires applicants for licensure to furnish, in addition to the educational requirements specified in the Act and the rules and regulations drafted by the Board,—"Evidence of having attended four graded courses of not less than thirty-two weeks of not less than thirty-five hours each, of actual work in didactic, laboratory, and clinical studies, in some reputable and legally incorporated medical school or college, or colleges, recognized as such by the Board of Medical Education and Licensure of the State of Pennsylvania, the dean or proper officer of which college having certified that the applicant has satisfactorily passed each of said respective courses, and shall have completed not less than one year as intern in an approved hospital which shall have at least twenty-five beds to each intern devoted to the treatment of medical, surgical, gynecological, and special diseases; shall maintain or establish cooperation with a maternity department or hospital, in which each intern shall have not less than six weeks' service, or the equivalent thereof; shall maintain a thoroughly equipped, modern pathological and clinical laboratory, proportionate to the necessities of the hospital; and the records on file of the cases treated in said hospitals shall give evidence of the laboratory work so done by the intern; shall maintain a department of anaesthesia consisting of one or more anaesthetists who shall have supervision over all the anaesthesia given in the institution, and whose duty it will be to instruct all interns in the administration of anaesthesia."

---

I hereby certify that .....
has attended four graded courses of not less than thirty-two weeks of not less than thirty-five hours each in the study of medicine as follows:

PLATE 71
OFFICIAL FORM—MODEL E

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

# EMERGENCY CERTIFICATE

KNOW ALL MEN BY THESE PRESENTS, *that*.....

*is this*.....*day of*.....*nineteen hundred*

.....*granted a certificate to teach*.....

.....

*in*..... *of* .....
Name of School County or District

*for a period of*.....
(Not to exceed 3 months)

.....
County
District Superintendent

*Extended until*.....*193*.....

.....
Superintendent of Public Instruction

*This certificate cannot be renewed. It can be extended only by authorization of the Superintendent of Public Instruction.*

PLATE 72
OFFICIAL FORM—MODEL F

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Teacher Division
Harrisburg

..... County

..... Superintendent

## ANNUAL REPORT OF MEETINGS OF TEACHERS

## 193...—193...

Make two copies of this report—file one; send the other to the Department of Public Instruction as soon as the accounts have been audited.

---

Length of Meetings of Teachers—Full days.....
Give dates

Half days.....
Give dates

Number of Teachers in County.....Place of Meetings

.....Number of Teachers in attendance, Session 1st

..... 2nd..... 3rd..... 4th.....

Number of sessions devoted to departmental or group discussions

.....

Auditors elected by Teachers { ..... ..... }

PLATE 73
OFFICIAL FORM—MODEL G

**Commonwealth of Pennsylvania**
**Department of Public Instruction**
**STATE LIBRARY AND MUSEUM**
**MUSEUM DIVISION**
**Harrisburg**

# HEALTH SLIDES

The Slide Section has available approximately 3,000 slides in the field of Health, divided as follows:

| Science of Life — Film Slides | Frames |
|---|---|
| Fly as a Disease Carrier | 161 |
| How Disease is Spread | 113 |
| How the Mosquito Spreads Disease | 69 |
| How to Prevent Disease | 148 |
| How Plants and Animals Cause Disease | 128 |
| Interdependence of Living Things | 147 |
| Protoplasm—The Beginning of Life | 90 |
| Reproduction of Higher Forms | 150 |
| Reproduction in Lower Forms of Life | 120 |
| **Human Body** | |
| Circulatory System—The Blood Vessels and Their Functions | 116 |
| Circulatory System—The Heart and How It Works | 100 |
| Digestive System | 84 |

PLATE 74
OFFICIAL FORM—MODEL H

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE LIBRARY AND MUSEUM
HARRISBURG

## APPLICATION FOR SLIDES

Application should reach the Department at least ten days before slides are desired.

Subject of slides desired .....

Second choice .....

Third choice .....

To reach destination .....
(Date)

To be returned to Pa. State Museum .....
(Date)

Slides are loaned for a period of ONE WEEK

PLATE 75
OFFICIAL FORM—MODEL I

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
Public School Employes' Retirement Board
Harrisburg

## PHYSICIAN'S CERTIFICATE FOR DISABILITY RETIREMENT

.....
Name of Applicant Address

.....
District in which Applicant was last Employed Date of Examination

To the Public School Employes' Retirement Board
Harrisburg, Pennsylvania.

I hereby certify that I am a regularly licensed practising physician and that I have carefully examined .....
name
and submit the following report:

1. Give a detailed statement of—

(a) Cause of disability: .....

.....

.....

.....

(b) Symptoms; (State in detail, including a summary of laboratory or other special reports) .....

PLATE 76
OFFICIAL FORM—MODEL J

VI TEACHER EDUCATION AND CERTIFICATION

Annual Report for Year Ending May 31, 1937

A Teacher Education

All activities in the field of teacher education and certification during the year were centered on the development of a program which would, in the end, place in every classroom of every public school in the Commonwealth a competent teacher under the supervision of an adequately prepared administrative or supervisory official. To accomplish this, three well-defined objectives were followed: Teacher Education, Teacher Certification, Teacher Placement.

1. Teacher Education – A Statement of Activities during the Year 1936-1937

    a. Standards

The maintenance of proper standards of teacher education in institutions of higher learning was accomplished through rigid application of the regulations of the State Council of Education concerning the approval of teacher education curricula.

    b. Liberal Arts Colleges

2. Teacher Education – A Statement of a Work Plan for the Year 1937-1938

B Teacher Certification

1. Teacher Certification – A Statement of the Activities During the Year 1936-1937

    a. Rising Tide

2. Teacher Certification – A Statement of a Work Plan for the Year 1937-1938

    a. Basic Certificate

    b. Periodic Renewals

C Teacher Placement

1. Teacher Placement – A Statement of Activities During the Year 1936-1937

PLATE 77

MIMEOGRAPH PAGE—MODEL A

CONTENTS


Letter of Transmittal
Introduction
Organization Chart of the Department
Staff of the Department

| | | Page |
|---|---|---|
| I | STATE COUNCIL OF EDUCATION | 1 |
| II | BUREAU OF ADMINISTRATION AND FINANCE | 29 |
| | A School Law | 32 |
| | B Child Accounting and Research | 33 |
| | C School Plant | 38 |
| | D Consolidation and Transportation | 40 |
| | E School Business | 42 |
| | F Budgetary Control | 43 |
| III | BUREAU OF INSTRUCTION | 46 |
| | A Elementary Education | 50 |
| | B Secondary Education | 52 |
| | C Special Education | 54 |
| | D Extension Education | 56 |
| | E Agricultural Education | 58 |
| | F Home Economics Education | 59 |
| | G Industrial Education | 60 |
| | H Vocational Rehabilitation | 62 |
| | I Health and Physical Education | 63 |
| | J Art Education | 65 |
| | K Music Education | 65 |
| | L Curriculum Construction | 66 |
| | M Special Instructional Activities | 68 |
| | 1 Education Library | 68 |
| | 2 State Schoolship "Annapolis" | 68 |
| | 3 Thaddeus Stevens Industrial School | 70 |
| | 4 Western Pennsylvania School for the Deaf | 71 |
| | 5 Pennsylvania School for the Deaf | 76 |
| | 6 Pennsylvania Institution for the Instruction of the Blind | 78 |
| IV | BUREAU OF PROFESSIONAL LICENSING | 82 |
| | A Pre-Professional Credentials | 86 |
| | B Registrations and Renewals | 88 |
| | C Law Enforcement | 90 |
| | D Personnel Examinations | 94 |


PLATE 78

MIMEOGRAPH PAGE 1—MODEL B

V PROFESSIONAL EXAMINING BOARDS AND ADVISORY COMMITTEES . . . . . 96
A State Board of Examiners of Architects . . . . . 97
B Anthracite Mine Inspectors . . . . 98
C Mine Inspectors Examining Board for the Bituminous Coal Mines . . . 98
D State Dental Council and Examining Board . . . . . 98
E State Registration Board for Professional Engineers . . . . . 99
F State Board of Medical Education and Licensure . . . . . 101
G State Board of Examiners for the Registration of Nurses . . . . . 102
H State Board of Optometrical Examiners 104
I State Board of Osteopathic Examiners 106
J Osteopathic Surgeons' Examining Board 107
K State Board of Pharmacy . . . . . 107
L State Board of Examiners of Public Accountants . . . . . 108
M Board of Veterinary Medical Examiners 110
N Advisory Committee on Barbers . . . 111
O Advisory Committee on Beauty Culture 111
P Advisory Committee on Real Estate . 113

VI TEACHER EDUCATION AND CERTIFICATION . . 116
A Teacher Education . . . . . 117
B Teacher Certification . . . . . 121
C Teacher Placement . . . . . 124
D State Teachers' Colleges . . . . 125
1 State Teachers College Bloomsburg . . . . . 125
2 State Teachers College California . . . . . 128
3 Training School for Teachers Cheyney . . . . . 131
4 State Teachers College Clarion . . . . . 134
5 State Teachers College East Stroudsburg . . . . . 135
6 State Teachers College Edinboro . . . . . 138

PLATE 79

MIMEOGRAPH PAGE 2—MODEL B

## PROOFREADER'S MARKS

| | |
|---|---|
| Delete and close up | En dash |
| Reverse | Insert semicolon |
| Close up | Insert colon and en quad |
| Insert space | Insert period and en quad |
| Paragraph | Insert interrogation point |
| Indent one em | Query to author |
| Move to left | Use ligature |
| Move to right | Spell out |
| Lower | Transpose |
| Elevate | Wrong font |
| Insert marginal addition | Set in bold face type |
| Even space | Set in roman type |
| Broken letter | Set in *italic* type |
| Push down space | Set in CAPITALS |
| Straighten line | Set in SMALL CAPITALS |
| Align type | Set in lower case |
| Insert comma | Lower-case letter |
| Insert apostrophe | Let it stand |
| Insert quotes | Run in same paragraph |
| Hyphen | Insert lead between lines |
| Em dash | Hair space between letters |

PLATE 80

PROOF READER SYMBOLS—MODEL A

# INDEX


PAGE

ACKNOWLEDGMENTS ..... 95
- Identification of texts ..... 95
- Models ..... 69-71
- Recognition to contributors ..... 96
- Separate page ..... 95
- Titles of Persons ..... 95

APPENDIX ..... 101
- Arranging the appendix ..... 101
- Documentary materials ..... 101
- Lengthy quotations ..... 101
- Problems ..... 101
- Sources ..... 101

ARRANGEMENT OF COPY ..... 108
- Model pages ..... 195-197

BIBLIOGRAPHY ..... 101
- At the conclusions of chapters ..... 101
- Arranged alphabetically ..... 101
- Arranged in groups ..... 101
- Essential Information ..... 101
- Models ..... 173-179

BODY OF CHAPTERS ..... 98
- Arrangement of the materials ..... 98
- Psychological basis ..... 98

BODY OF THE BULLETIN ..... 97

BULLETINS ..... 93

CHAPTER HEADINGS ..... 97
- Models ..... 156-161

CODE NUMBERS FOR PUBLICATIONS ..... 102

COMPOSITION ..... 15-19
- Aids ..... 17-18
- Aims ..... 16-17
  - accuracy ..... 16
  - brevity ..... 16
  - clarity ..... 16-19
  - coherence ..... 17
  - courtesy ..... 16
  - emphasis ..... 17
  - force ..... 16
  - unity ..... 16
- Beginning ..... 18
  (see also introduction)
- Body ..... 18
- Development ..... 17
- Ending ..... 18
- Introduction ..... 18
  - content of ..... 18
    - in bulletins ..... 18
      - business letters ..... 18
      - research study ..... 18
  - summarizing paragraph for ..... 18
- Method, determined ..... 16
- Orderliness ..... 18
- Outline ..... 17

PAGE

Paragraph ..... 17
concluding ..... 18
development of ..... 17
importance of ..... 17
indentation of ..... 17
introductory ..... 18
limitation of ..... 17
long, effect of ..... 17
short, effect of ..... 17
summarizing, as introdnction ..... 18
test of a good ..... 17
transitional ..... 18
Prerequisite, subject mastery ..... 15
Style ..... 15, 16, 19
test of ..... 19
Topic sentence ..... 17
in outline, an abstract ..... 17
Topical development ..... 17
Transitions ..... 18

CONTENTS

Arrangement ..... 96
Basis on which to build ..... 96
Indented ..... 96
Models ..... 140-148
Outline of the text ..... 96
Phraseology of the headings ..... 96
Smaller units ..... 96
Subdivisions ..... 96

CORRESPONDENCE ..... 67
Address: Forms of ..... 74
general rules ..... 74
addresses, business titles in ..... 78
abbreviating titles ..... 79
business titles in addresses ..... 78
care of ..... 74
company names ..... 76
company names, personal names used as ..... 78
company names with personal names ..... 77
complimentary closings, official ..... 85
confidential or personal ..... 74
degree letters ..... 79
departments and divisions ..... 77
divisions and departments ..... 77
doctor ..... 79
esquire ..... 75
government officials, names of ..... 85
honorable, use of ..... 83
junior and senior ..... 75
madam or madame ..... 78
mesdames ..... 78
messrs ..... 74
misses ..... 78
names, company ..... 76
names, personal ..... 76
official complimentary closings ..... 85
officials, government names of ..... 85
officials, retired ..... 85
officials, wives of ..... 85
officials, women ..... 85
personal names ..... 76
personal names, use of ..... 84
personal names used as company names ..... 78

PAGE

personal names with company names ..... 77
personal or confidential ..... 74
professor ..... 81
retired officials ..... 85
reverend ..... 82
senior and junior ..... 75
the office of, addressing ..... 85
titles, unhyphened ..... 79
unhyphened titles ..... 79
wives of officials ..... 85
women officials ..... 85
Letters, External Correspondence ..... 73
body of letter ..... 73
complimentary closing ..... 73
date should be typed centrally ..... 73
enclosures ..... 74
heading ..... 73
initials ..... 74
letterhead, standard form ..... 73
salutation ..... 73
second page, form of ..... 74
signature ..... 73
style of letters ..... 73
Memorandums: Internal Correspondence ..... 72
arrangement, subject matter ..... 72
carbon copies to other members of the department ..... 72
date to be placed properly ..... 72
initials ..... 74
memorandum, standard form of ..... 72
memorandums, two page ..... 72
subject matter, memorandum to indicate ..... 72
subject matter to be neatly arranged ..... 72
Model Forms of Address ..... 86
church dignitaries ..... 89
city officials ..... 87
county officers ..... 87
dignitaries, church ..... 89
federal officers ..... 86
officers, county ..... 87
officers, federal ..... 86
officers, state ..... 86
officials, city ..... 87
officials, school ..... 87-88
school officials ..... 87-88
state officers ..... 86
Policies and Procedures: general ..... 67
content, responsibility for ..... 67
correspondence, mechanics of ..... 67
dictating, mechanics of ..... 68
erasures ..... 68
filing, mechanics of ..... 68
ribbon adjustment ..... 69
typewriters, care of ..... 68
typewriters, cover when not in use ..... 69
typing, mechanics of ..... 68
format, responsibility for ..... 67
telegram ..... 67
time limit, communications to be answered ..... 67

COVER ..... 93
Arrangement ..... 93
Balance and Symmetry ..... 94
Informal ..... 94
Models ..... 119-125

PAGE
Sponsorship ..... 94
Symbol or Seal ..... 94
Title ..... 94
Year of Publication ..... 94

DEDUCTIVE ORDER ..... 98

DEVELOPMENT ..... 98

DIFFERENTIATING SYMBOLS ..... 98

DIRECTORY OF PUBLISHERS ..... 101
Alphabetically arranged ..... 101
Models ..... 180-181
Valuable device ..... 101

DIRECTORY OF STAFF MEMBERS ..... 94
Model Arrangement ..... 126-127

EVOLUTION OF A PUBLICATION ..... 111
Delivery ..... 115
Distribution ..... 115
Editing the Publication ..... 112
Origin of the Material ..... 111
Printing Bulletin ..... 114
Printing Galley ..... 113
Printing Pages ..... 114
Proofing ..... 114
Routine Approvals ..... 113

FOOTNOTES AND CITATIONS ..... 99
Arabic numerals ..... 99
Arrangement ..... 100
Models ..... 171-172
One series ..... 100
Other symbols ..... 100
Superior figure ..... 100
Used sparingly ..... 99
Variety of uses ..... 99

FOREWORD ..... 95
Acknowledgments ..... 95
Model Forewords ..... 132-135
Preface ..... 95
Signature ..... 95

FORMS ..... 104
Folded ..... 105
Identification data ..... 104
Models ..... 185-194
Variety of sizes ..... 105

FRONTAL PAGE ..... 97

FRONTISPIECE ..... 94

GRADUATED DIVISIONS ..... 98

GRAPHS AND TABLES ..... 99
Models (Graphs) ..... 162-168
Models (Tables) ..... 169-170

HOW TO REQUEST A PRINTING JOB ..... 110

IBID ..... 100

PAGE

INDEX ..... 102
Arranged alphabetically ..... 102
Chapters ..... 102
Classified ..... 102
Cross references ..... 102
Importance ..... 102
Items selected from words ..... 102
Models ..... 182-184
Procedure in making ..... 102
Proper names ..... 102
Reference Terms ..... 102
Specific pages ..... 102
Titles ..... 102

INSIDE COVERS ..... 94
Model covers ..... 126-127

INTRODUCTION ..... 97
Date the publication ..... 97
Models ..... 151-155
Signature ..... 97

LANGUAGE ..... 15
Good usage ..... 15
attainment, aids to ..... 15
objectives ..... 15
Value of ..... 15

LANGUAGE OF MODERN EDUCATION ..... 19-21
Relation to education program ..... 19
Terms to avoid ..... 19-21
Terms to use ..... 19-21
general ..... 19
instructional ..... 20
miscellaneous ..... 21
professional ..... 20
statistical ..... 21

LIST OF ILLUSTRATIONS, TABLES, MAPS, or CHARTS ..... 96
Facing page ..... 97
Legends ..... 96
Models ..... 149-150
Page references ..... 97
Same purpose as a table of contents ..... 96
Separate headings ..... 96
Separate page ..... 96

LOC. CIT. ..... 100

MARGINS ..... 108

MIMEOGRAPHED PUBLICATIONS ..... 105
Approval of circular letters ..... 106
Bulletins, Manuscripts ..... 106
Circular letters ..... 105
Form and clarity of expression ..... 105
Examination questions ..... 106
Maximum number of copies ..... 106
Mimeographing vs. typing ..... 107
Printing jobs ..... 107
Reduced in quantity and improved in quality ..... 107
Re-Runs ..... 106
Style and arrangement of copy for mimeographing ..... 108

MODEL PLATES ..... 117

PAGE

NUMBERS FOR PUBLICATION ..... 103-104

OFFICIAL FORMS ..... 104
Models ..... 185-194

OP. CIT. ..... 100

OUTLINE ..... 98

PAGING ..... 108

PAPER ..... 108

PICTURES AND ILLUSTRATIONS ..... 99
Appeal ..... 99
Appropriate content ..... 99
Attractiveness ..... 99
Comprehensiveness ..... 99
Interspersed throughout the text ..... 99
Significance ..... 99
Simplicity ..... 99
Types of pictures ..... 99

PLATES ..... 117

PRELIMINARY PARTS ..... 93

PREPARATION OF COPY (14 Suggestions) ..... 109

PRINTING JOB, HOW TO PREPARE ..... 110

PROOF-READING SYMBOLS ..... 115
Models ..... 198

PUNCTUATION ..... 27-57
Different forms of ..... 27-57
apostrophe ..... 47-51
omission, in possessive ..... 50
use ..... 47
in certain plurals ..... 51
in contractions ..... 51
in date years ..... 50
in verb forms of ..... 47
letters and figures ..... 51
with s ('s) in possessive ..... 47-51
in possessive of a phrase ..... 49
in possessive singular ..... 49
of compound nouns ..... 49
of nouns ending in a sibilant ..... 49
in possessive plural ..... 49
with s ('s) in possessive
interchanged with "of-phrase" ..... 47
ambiguity, resultant, to be avoided ..... 48
exceptions ..... 48
joint possession ..... 50
possessive modifying a gerund ..... 51
separate possession ..... 50
with s ('s) in plurals ..... 50
figures ..... 50
letters of alphabet ..... 50
possessive of compound nouns ..... 50
colon ..... 33-35
omission ..... 34-35
use ..... 33-34
comma ..... 27-31
absence often misleading ..... 27-28
for mild exclamation ..... 47

PAGE

omission ..... 31
use ..... 28-30
dash ..... 37-39
use ..... 37-39
in pairs ..... 37
not to set aside other punctuation ..... 37-38
singly ..... 37, 38, 39
substitution for other punctuation ..... 38-39
exclamation point ..... 46-47
replaced, by comma or semicolon
in mild exclamation ..... 47
use ..... 46-47
after exclamations in interrogative form ..... 47
parenthetical, for sarcasm or doubt ..... 47
several within sentence ..... 47
hyphen ..... 51-54
dictionary, to consult when in doubt ..... 51
omission ..... 52, 53, 54
use ..... 51, 52, 53, 54
parentheses ..... 39-41
function, dual ..... 39
limitation ..... 40
punctuation ..... 39-40
of parenthesized material ..... 39-40
of sentence including parentheses ..... 40
supporting, not needed ..... 39
significance ..... 39
strength ..... 39
use ..... 39-41
period ..... 35-37
omission ..... 36, 37, 38
position ..... 35
use ..... 35-36
quotation ..... 41-44
capitalization of first word ..... 42
fragmentary, inclusion within quotation marks ..... 42
letter or telegram ..... 43
paragraphs, two or more ..... 43
punctuation of ..... 42-43
when broken by identifying phrases and clauses ..... 43
when declarative, within or ending a sentence ..... 43
when exclamatory or interrogative, ending other than
declarative sentence ..... 44
quotation, direct ..... 42
indentation ..... 42
paragraph, separate, for each speaker ..... 42
punctuation ..... 42-43
question mark ..... 45-46
use ..... 45
after direct question, expecting answer ..... 45
after direct question within sentence ..... 45
after interrogation stated declaratively, expecting answer ..... 45
omission after direct question within sentence ..... 46
omission in "courtesy questions" ..... 45
parenthetical, for irony, doubt, humor ..... 45, 46
position and retention in quoted questions ..... 46
quotation marks ..... 41-45
credit lines, titles of books or articles ..... 45
emphasis, used for ..... 44
foreign words of uncommon usage ..... 44
fragmentary quotations, inclusion within ..... 42
function ..... 41
interpolations within ..... 41
irony, awkward or humorous word or phrase ..... 45

PAGE

letter or telegram, quoted ..... 43
omissions within ..... 41
paragraphs, two or more, quoted ..... 43
proverb, inclusion of exact words only ..... 44
punctuation within ..... 41, 42, 43
quotations broken by identifying phrases and clauses ..... 43
series, each quoted item set off by ..... 42
slang or coined words ..... 44
titles of books ..... 44
quotations within quotations ..... 42
punctuation of ..... 42
semicolon ..... 31-38
use ..... 31-33
for mild exclamation ..... 47
Function, general ..... 27-57
Miscellaneous .....
typewritten copy, punctuation in ..... 54-57
abbreviations ..... 56
distinguished from contractions ..... 56
how counted as one word in telegram ..... 56
of compound expressions, use of periods ..... 56
asterisks, indicate
footnotes ..... 54
omission from exact quotation ..... 54
omission of entire paragraph ..... 54
brace, with column of items ..... 55
brackets, to indicate deletions ..... 55
caps, avoid, in telegrams except
for code symbols ..... 57
code words, for identification ..... 57
dashes, indicate
change of subject matter ..... 54
omission from exact quotation ..... 54
footnotes, indicated by
asterisks ..... 54
small cardinals ..... 54
not by certain signs ..... 54
hyphens, omitted in telegrams unless ordered ..... 57
measurements ..... 55
names, of trade and professional organizations, of institutions .... 56
numbers .....
how counted as one word in telegram ..... 56
small cardinals, for footnotes ..... 54
periods, indicate ommissions ..... 54
quotation, how indicate
in telegram ..... 57
spacing, after various marks of punctuation ..... 55
underscoring
of headings, and marginal captions ..... 55
of proposed additions, in preparation of legislative bills .... 55
of words to be italicized ..... 54
Values, functional and relative ..... 27

PURPOSE OF PART III ..... 93

REFERENCE MATERIALS ..... 100
Overflow matter ..... 100

ROMAN NUMBERS ..... 93

RUNNING HEADS ..... 100
hand ..... 100
page ..... 100
recto ..... 100
reference ..... 100
verso ..... 100

PAGE

SPACING OF LINES ..... 108

SPELLING ..... 57-62
Consonants, double or single before suffixes ..... 59
ei and ie ..... 60-61
ed or -ing, added to root word may change spelling ..... 57
endings ..... 58, 59, 60, 61
words in—able,—ible ..... 58-61
in—*c* or—*ic* when suffix is added ..... 58
in—*cede,—ceed,—sede* ..... 58
in—silent *e* omission or retention with suffix ..... 60
in—*ie,* change before suffix ..... 60
in—*ise* and *ize* ..... 61
in—*oe,* with suffix ..... 60
in—*y,* change or retain before suffix ..... 60
ligatures "*ae*" and "oe" ..... 59
plurals, unusual words ..... 58
rule, safe ..... 57
simplified, limited use of ..... 57
words often mispelled ..... 61-62

STATE TEACHERS COLLEGES PUBLICATIONS ..... 111

SYLLABICATION ..... 62-64
Division ..... 62-64
consecutive endings, division of to be avoided ..... 64
contraction ..... 63
doubled letters ..... 62
end words ..... 64
figures and dates ..... 64
hyphenated words ..... 63
initials ..... 63
one-syllable words ..... 62
prefixes and suffixes ..... 63
proper names ..... 63
usage, different ..... 62
Rules, general ..... 62
according to pronunciation ..... 62
Rules, helpful, on syllabication ..... 64
compounds ..... 64
consonants, in syllables ..... 64
prefixes ..... 64
terminations ..... 64
vowels, other than dipthongs ..... 64

TITLE PAGE ..... 95
Sub-title ..... 95
Model ..... 128-131

TITLES AND CAPTIONS ..... 108

WORDS, CHOICE AND ARRANGEMENT ..... 21-26
"Good usage" ..... 15
Usage, correct and incorrect, examples ..... 22-26
adjectives and adverbs ..... 26
affect, effect, and words of similar sound ..... 26
complete expressions ..... 26
conjunctions ..... 22-23
homonyms ..... 26
prepositions ..... 22
pronouns ..... 23-25
verbs ..... 25

*(Concluded from inside front cover page)*

## BUREAU OF PROFESSIONAL LICENSING

JAMES A. NEWPHER, *Director*
DON M. WOLFE, *Assistant Director*

reprofessional Credentials.....JAMES G. PENTZ, Chief
ALBERT J. McGLYNN, Adviser
egistrations and Renewals.....DON M. WOLFE, Chief
aw Enforcement (State Boards).....EMANUEL F. SCHIFANO, Chief
ersonnel Examinations.....EUGENE J. SULLIVAN, Chief
ROBERT E. McKEE, Adviser

## PROFESSIONAL EXAMINING BOARDS AND ADVISORY COMMITTEES

tate Board of Examiners of Architects
nthracite Mine Inspectors Examining Board
ituminous Mine Inspectors Examining Board
tate Dental Council and Examining Board
tate Registration Board for Professional Engineers
tate Board of Medical Education and Licensure
tate Board of Examiners for the Registration of Nurses
State Board of Pharmacy
State Board of Optometrical Examiners
State Board of Osteopathic Examiners
Osteopathic Surgeons' Examining Board
State Board of Examiners of Public Accountants
Board of Veterinary Medical Examiners

---

Advisory Committee on Barbers
Advisory Committee on Beauty Culture
Advisory Committee on Real Estate

---

he State Library and Museum.....JOSEPH L. RAFTER, Director
Museum.....(MRS). GERTRUDE B. FULLER, Asst. Director
Library.....MARY STEVENSON, Asst. Director
eacher Education and Certification.....HENRY KLONOWER, Director
Elementary Certification.....HARRY L. KRINER, Asst. Director
Secondary Certification and Placement Service.....J. W. BOWMAN, Adviser
ublications.....EUGENE P. BERTIN, Editor

---

ublic School Employes' Retirement Board.....H. H. BAISH, Secretary
J. Y. SHAMBACH, Deputy Secretary
ennsylvania Historical Commission.....FRANK W. MELVIN, Chairman
ennsylvania State Board of Censors,
(MRS.) A. MITCHELL PALMER, Chairman

---

## STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, LESTER K. ADE

eorge R. Bailey.....Harrisburg
harles E. Beury.....Philadelphia
rancis R. Cope, Jr.....Dimock
Forry Laucks.....York
larion K. McKay.....Pittsburgh
William S. McLean, Jr....Wilkes-Barre
Emma Guffey Miller.....Slippery Rock
Marian Parris Smith.....Bryn Mawr
John J. Sullivan.....Philadelphia
Clarence E. Ackley.....Secretary

DUNLAP PRINTING COMPANY
PHILADELPHIA, PA.